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ABSTRACT

Covering the 12-month period beginning October 1, 1976 and ending September 39, 1977, this annual report reviews the activities of the Institute of International Education in both narrative and statistical form. Part 1 presents a general review of the year. Part 2 deals with educational services (communication, cooperation, planning, and councils), and part 3 covers programs (U.S. students, foreign students, leaders and specialists, technical cooperation, faculty recruitment, and profiles of five students). Offices in the U.S. and around the world are described in part 4, and people in higher education, in leadership positions, and in the community are listed in part 5. Part 6 consists of the auditor's report and financial statements, and the directory is presented in the final part. (BD)

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INSTITUTE OF INTERNATIONAL EDUCATION

Annual Report 1977

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as of September 30, 1977

About the cover

The background photo shows an IIE staff member counseling students on U.S. higher education at IIE/Mexico City. Counseling the international student is an important activity of all IIE offices in Latin America, Asia, Africa, and the United States.

The international students on the photograph strip are studying under IIE supervision at U.S. colleges and universities.

Annual Report
Institute of International Education

The IIE Annual Report 1977 covers the twelve-month period beginning October 1, 1976, and ending September 30, 1977.

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Photo Credits: Many photographs in the Annual Report 1977 are the work of staff. Photos of IIE-related foreign students on the cover and throughout the report are largely the work of Barbara Sandrisser. Officers' photos are by Frank Utecht. Regional Directors' photos are by Pamela Wilson and Frank Utecht.

1: THE YEAR 1977 IN REVIEW

IIE's purpose is to build understanding—and work toward a more peaceful and productive international order—through the exchange of students and scholars, knowledge and skills. The Institute carries on this effort through hundreds of programs administered for sponsors, a large group of Educational Services supported by contributors, and cooperation with the over 500 colleges and universities which are IIE Educational Associates.

EDUCATIONAL SERVICES

Educational Services reach the largest share of IIE's constituency. They include:

- **Information and counseling** activities that helped over 200,000 people to identify exchange opportunities.
- **Publications** that are fact-filled guides to international study. Over 56,000 were requested during the year.
- **Services to colleges and universities** that include a wide range of aids to the foreign student and study abroad advisers and the admissions officer.
- **The International Councils on Higher Education**—which bring together university heads from the United States and abroad to meet and to plan action programs in educational development and cooperation.
- **Foreign Student Census** activities that recorded 203,068 nonimmigrant foreign students on U.S. campuses during the year. The census is the only comprehensive compilation of data on the foreign student population in the United States.
- **Scholarship programs** that generated several hundred thousand dollars in financial aid to especially well-qualified foreign undergraduates for U.S. study.
- **Newsletters and reports** that provided accurate and timely information to the academic community and other IIE constituencies.
- **Conferences and seminars** that developed professional skills and provided a means for information exchange.
- **Community hospitality** programs that enriched the experience of the foreign student and international visitor.
- **Program planning and development** activities that used IIE resources to meet new needs in international education.

SPONSORED PROGRAMS

IIE programs assisted 8,966 individuals—U.S. and foreign students, leaders and specialists, researchers and advisers on technical cooperation projects overseas, and faculty recruited for service at universities abroad. Statistics:

- **U.S. students:**
  Academic year programs 577
  Short-term programs 318
- **Foreign students:**
  Academic year programs . . 6,479
  Short-term programs 232
- **Leaders and specialists** 644
- **Researchers and advisers on technical cooperation projects overseas** 685
- **Faculty recruitment** 31

- **Total individuals assisted** . 8,966
- **Agencies for which instructional materials and equipment were purchased** 54

These individuals and agencies were aided through 282 projects sponsored by 101 governments, universities, foundations, corporations and international organizations.

IIE OFFICES

IIE administered the sponsored programs and provided the Educational Services noted above through eight offices in the United States and six offices overseas. In so doing, it drew upon the resources of 24 consultants in Asia, Africa and Latin America, and upon hundreds of cooperative ties with universities and agencies all over the world.

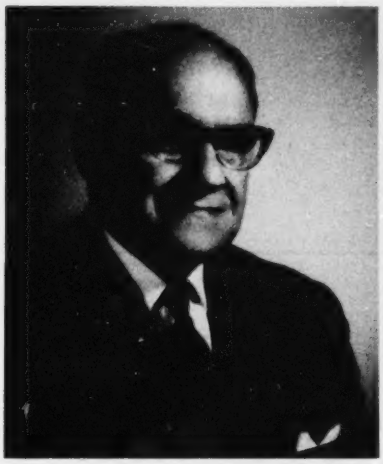
IIE SOURCES OF FUNDS

Approximately nine percent of the Institute's administrative budget derived from unrestricted contributions from corporations, foundations and individuals. The remainder of the budget derived from fees provided by sponsors for the operation of international education projects, and from other income.

For financial information related to IIE's Educational Services, see the columns headed 'Institute Educational Services' in the Statement of Functional Expenses on pp. 44-45. For data related to sponsored programs, see the columns headed 'Sponsored Programs.'

IIE is a not-for-profit organization as described under the Internal Revenue Code Section 501 (c) (3). Contributions to IIE are tax-deductible.

KENNETH HOLLAND



Kenneth Holland, President Emeritus of IIE, died on December 9, 1977, at the age of 70. The Board of Trustees of the Institute passed the following resolution to express its sense of loss—shared by Ken's coworkers at IIE and his many friends in international exchange, higher education and government around the world—at his death:

The Board wishes to record its deep sadness at the loss of Kenneth Holland, our fellow Trustee and President of the Institute of International Education from 1950 to 1973.

As the *New York Times* noted in its tribute to him, Kenneth Holland was a "tireless advocate of international understanding through study and contacts among people in diverse countries. He traveled around the world, stressing that the path to peace lay in developing citizens with an 'international perspective'."

The history of IIE is, in large part, the history of two men: Stephen Duggan, who developed an idea for an organization that would promote world peace through education from a concept into a major institution between the two World Wars, and Kenneth Holland, who presided over the Institute's period of most rapid growth and change during the postwar era.

He served his nation as an adviser to Presidents, as this country's first representative to UNESCO, and as a prime mover in the establishment of the Fulbright exchange program. His service to the organization he did so much to build, and to guide in productive directions, continued until the day of his death.

Kenneth Holland received many honors during a long life. The Trustees and staff honored him as a leader, and valued him as a friend and counselor. We express our most profound sympathy to his wife, Mary Kimball Holland, and to his four children.

THE CHAIRMAN'S MESSAGE

IIE's Annual Report 1977 records another year in the life of a vital, ongoing organization. The scope of the Institute's Educational Services and of its sponsored programs attests to IIE's continuing usefulness. Educational Services reached an estimated total of over 200,000 people despite financial restraints imposed by a decline in the contributions dollar. Sponsored programs assisted some 9,000 U.S. and foreign students and senior exchangees.

Very little of this activity could have gone forward without the help of thousands of individuals who gave their time to IIE students on campus, in U.S. communities and overseas; who participated in the meetings and committees through which much of our work is accomplished; who guided the future of IIE through Trustee and Regional Advisory Board service.

This last aspect of IIE's activity was substantially strengthened during the year by a Board of Trustees reorganization designed to make the Institute's governance structure more nationally representative. IIE places great emphasis on community involvement in international exchange, since it is from engagement at the local and regional levels that national concern arises. Increased participation by Regional Advisory Board members in Trustee committees through the means of the new national IIE Council will insure a broader, more representative decision-making process. Trustee Stephen Duggan and the members of his ad hoc committee on governance structure deserve commendation for their excellent work.

Strengthening IIE's governance structure is important because it will help in coordinating efforts on behalf of IIE and international exchange across the United States at a critical time.

It is a paradox that, as the international involvements of the United States increase and its citizens become more and more interdependent with the rest of the world, less support is provided proportionately to international education than was the case ten years ago. If you believe—as I do—that international education is the best way to an understanding in depth of the issues facing the American people today, then decreased public support seems particularly counterproductive.

Reversing this trend as it affects IIE will be a particular priority of IIE's Trustees, Regional Board members and staff this year, because the Institute depends heavily on the contributions of individuals, corporations and foundations to sustain its Educational Services.

IIE acts as a resource of information on the entire field of international education—a unique role. It is doubtful that any other private nonprofit organization can duplicate its depth, breadth, experience and contacts in higher education around the world. These are valuable assets for young men and women, colleges and universities, corporations and governments —yet their effectiveness will erode unless public support increases in proportion to public demand for IIE's Educational Services.

The Financial Statement indicates that the Institute ended FY 1977 with an unrestricted fund balance of $1.25 million. However, these are in fact funds wholly earmarked for known contingencies, such as sizable contract termination costs impending in the near future, and maintenance and repair on an aging physical plant. Careful management necessitates setting aside funds for these large and unavoidable future expenses; they cannot be used for other purposes without endangering the future financial stability of IIE. This fact underscores the importance of increased contributed support for Educational Services.

International education provides a basis for human and economic development.

International exchange is a principal contributor to the climate of peace that fosters such development.

Most directly, an international educational experience is a means for men and women to learn, to understand, and thus, to grow.

Your continuing support is important to achieving these goals—and to the hundreds of thousands of people IIE will assist through its Educational Services this year.

Henry H. Fowler

Henry H. Fowler
March, 1978

THE PRESIDENT'S MESSAGE

Renewal and reorganization were frequently heard words at IIE this year.

IIE's major sponsor, the Bureau of Educational and Cultural Affairs of the Department of State, merged with the U.S. Information Agency into a new Federal entity, the International Communications Agency (ICA). Within IIE itself, the Board of Trustees carried out a revamping of its structure designed to involve IIE's governing bodies more directly in the Institute's work. Last but not least, the Institute's major operating units were reorganized into a new Department of Fellowship Services and Department of Educational Services—thus centralizing the administration of all student programs and of our most important information services.

All these changes will, we believe, prove productive. In particular, IIE looks forward to the development of ICA as it charts a new course as the major Federal Government agency concerned with educational and cultural exchange.

The ICA and IIE are alike in their concern with the whole of educational exchange with the United States, not just with their own programs. In this regard, it is interesting to note that the ICA-funded IIE census of international students in the United States—carried out in collaboration with the National Association for Foreign Student Affairs (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO)—reported some 203,000 foreign students on campus in 1976/7. This was the highest total ever recorded, and a 13 percent increase over the previous year. (However, this still places the United States outside the top twenty countries in terms of percentage of enrolled foreign students; international students have remained at just under two percent of total enrollment for a quarter-century.)

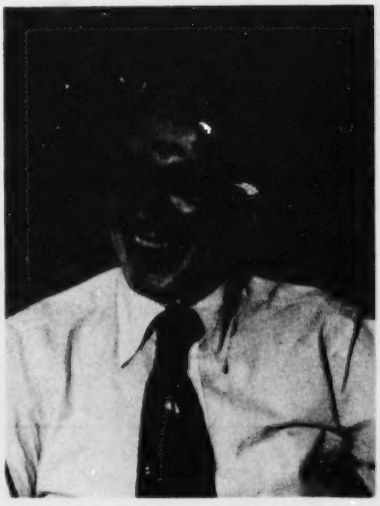
The United States retains its place as the host country for the largest absolute number of international students, but other countries are expanding at a much more rapid rate. Canada, for example, quintupled its foreign student population during the six years ending in 1975—a period in which the U.S. foreign student population increased 33 percent. During the same time period, the international student population of France increased by 250 percent, while that of the United Kingdom more than doubled.

The reasons for the disparities in growth among international student populations in developed countries are complex, but one factor which suggests itself as important is the relative cost of higher education. U.S. education has become increasingly expensive. It is notable that a significant share of recent growth in U.S. foreign student enrollment has derived from a small group of OPEC member states—a growth in which IIE has played a role as U.S. administrative agency for the Venezuelan Government's national development program over the last four years.

It is also worth noting that the same thing is happening in other nations. Canada, the United Kingdom and other Western European countries are beginning to restrict foreign student enrollment, in part by deliberate cost increases. In the United Kingdom, the result has been that the number of applicants from most less-developed countries has decreased, while numbers from the oil-rich nations have continued to rise—as they have in the United States.

IIE is pleased to see continued growth in the U.S. foreign student population. Operating on a firm conviction of the value of the exchange experience, IIE wants to see the international student population increase. However, IIE also want international study to be as productive as possible for those exchanged. For this reason, IIE has collaborated very closely with the Venezuelan Government as it sets up its own scholarship administration offices for its over 3,000-student national development program. The Institute is seeking ways to provide technical assistance to other resource-rich nations operating their own fellowship programs in the United States.

IIE is also very concerned that the opportunity for needed higher education not be denied to students from poorer nations, and is currently pursuing a number of directions designed to increase opportunities for them. For example, we are concerned that needs for advanced training in nations that have 'graduated' from the U.S. Government's foreign assistance programs continue to be met. A number of these nations would benefit greatly from a revitalization of educational ties with the United States. It is also in the American interest to continue to foster a mutuality in educational and



cultural relations. The Institute is seeking to draw attention to this issue. We will seek to strengthen the resources available to students from the poorer nations wherever we appropriately can.

Accomplishing these tasks will require close collaboration with our sister organizations, and indeed the Institute is placing more and more emphasis on cooperative efforts. For this among other reasons, we were particularly pleased this year that Polly Cox, IIE/Denver staff member, served as President of the National Council for Community Services to International Visitors (COSERV); that Cassandra Pyle, Vice President for Fellowship Services, was chosen President-elect of the National Association for Foreign Student Affairs; and that Phyllis Cotten and Lucy Keller of the Denver and Houston offices were elected chairmen of the NAFSA regions covering their respective areas of the United States.

IIE lost a worker who was tireless on behalf of international education last month. John Thurston, IIE's most senior, most experienced Vice President, retired after 17 years. We wish him a long and happy retirement.

On a sadder note, I join in mourning the passing of Kenneth Holland. IIE and international education will miss his infectious enthusiasm, energy and intelligence.

Wallace B. Edgerton
March, 1978

2. EDUCATIONAL SERVICES

Educational Services[1] are supported by the contributions of hundreds of individuals, corporations, foundations—and the over 500 U.S. colleges and universities which are IIE Educational Associates. These activities serve the largest portion of IIE's audience in the United States and around the world—an estimated total of over 200,000 people last year.

Educational Services are the heart of the Institute's activity. Through them, IIE is able to reach a much larger audience than it can through sponsored programs alone. They bring the Institute's unparalleled resources in information about higher education all over the world to people who need that information by means both timely and accessible. Educational Services are provided at no cost—or in some cases, at a very nominal cost—in order that no one shall be denied needed help.

International students, U.S. students, educators, public and private agencies, multinational corporations and many other groups are the beneficiaries of the Institute's Educational Services.

Students and higher education personnel in the United States and abroad are guided to international educational opportunities through information services and counseling, publications, extensive reference libraries, workshops, seminars and community programs. Through a broad range of services, individuals learn of opportunities for study abroad, admissions requirements and how to apply, available financial assistance, and many other aspects of planning and carrying out an international educational experience.

Over 500 colleges and universities are Educational Associates of IIE. They receive a group of services designed specifically for the needs of the international programs community on campus—the foreign student admissions officer, the foreign student adviser, study abroad adviser, and others. They are offered professional consultation and the opportunity to participate in special IIE programs.

Educational Associates receive all IIE publications and a series of newsletters containing the most up-to-date information on international study. They have access to the Applicant Information Service on international student applicants to their schools, and receive the **Reports on Foreign Education**—a series of profiles on foreign institutions that helps them in their admissions work—as well as other special services. Their membership represents a recognition that a central organization with worldwide contacts can provide them with resources that would be prohibitively costly for any one college or university to assemble alone.

To the larger community, IIE provides services through its participation in the National Council for Community Services to International Visitors (COSERV) network. As international host agencies, IIE regional offices assist some 2,000 distinguished international visitors each year.

Contributions also help to support the U.S. regional office and overseas office network as a whole. These offices are the basic means by which IIE extends its outreach nationally and internationally in providing Educational Services. They work closely with the academic community and with local groups and agencies, developing community-based programs and support for international exchange.

The above review of the audiences who look to IIE for Educational Services is by no means exhaustive. Multinational corporations also frequently turn to IIE for advice on their social investment in education, and for specific help with their needs for information about international training and the internationally-trained, degree equivalencies, language training opportunities and other educational matters relevant to the business community.

Senior educational policy-makers—university presidents, education and national development ministry officials, corporate representatives, development bank and foundation executives—are brought together by the International Councils on Higher Education to examine issues of educational development and to plan action programs.

Additional audiences—international organizations, government agencies, nonprofit organizations and others—also look to IIE for Educational Services.

Educational Services are the means by which IIE makes its greatest impact. The extent and quality of these services are determined largely by the generosity of our donors. This year over $800,000 was contributed by supporters of international education to IIE. On behalf of those who benefit from their support, the Institute expresses deep appreciation.

The Chairman's Message which introduces the **Annual Report 1977** eloquently expresses the Institute's need for continued—and increased—donor support for IIE Educational Services. A number of Educational Services are significantly under-funded—despite great efforts to maintain their effectiveness through the adaptation of new methodology, careful planning and management—as the result of continued financial pressures on the Institute.

IIE asks for your support for its Educational Services, in the conviction that an investment in international education is a wise investment in a more productive, more peaceful future for all.

Empress Farah of Iran presents a rare Qon carpet to IIE as a symbol of Iranian-American friendship through educational exchange. From the left: IIE President Wallace Edgerton, Ambassador Ardeshir Zahedi, Governor Hugh Carey of New York, the Empress, and IIE Chairman Henry Fowler.

[1] See financial data under 'Institute Educational Services' in the Statement of Functional Expenses on pp. 44 and 45.

First Lady Rosalynn Carter greets Mr. Edgerton at a White House reception in honor of representatives of the new Friendship Force, the Carter Administration's exciting experiment in people-to-people exchange.

COMMUNICATION

International exchange is an exceptionally varied field—involving thousands of individuals, colleges and universities, international, governmental and private agencies in 150 nations. Communication within a field of such complexity presents many difficulties, yet effective exchange is only possible when information reaches students and others who need it quickly and in an accurate form. For this reason, IIE places special emphasis on its communication programs.

Information and Counseling

IIE's information, counseling, and library services reach tens of thousands of U.S. and foreign students and educators interested in international education each year. IIE is the only clearinghouse in the United States devoted exclusively to the field of international education, and its library contains what is probably the most complete collection of U.S. and foreign university catalogs available. Through its information and counseling services, the Institute fills needs for knowledge about financial aid, visa regulations, student programs and services, housing and health, and myriad other processes involved in successful international exchange.

The Institute continually seeks new ways to provide information rapidly and effectively. Each year thousands of requests for information from international students are answered with IIE's free publications. These provide a means of responding fully and rapidly to the majority of written requests for information.

In overseas offices the Institute has sought to use group counseling techniques to stretch limited staff to reach the largest number of students. Counseling is a vital activity of IIE abroad, as the Institute's overseas offices are all located in areas in which interest in U.S. education is particularly high—and in which reliable and comprehensive advice and assistance are especially needed.

Publications

IIE distributed more than 56,000 publications in 1976/7—half of them free. IIE publications serve as basic references on international exchange. In an exceptionally diverse field, it is difficult for the prospective exchangee to assemble the information needed to make good decisions, or even to know what is available to assist in making them. IIE fills that gap by developing both comprehensive reference works and specialized guides—and by giving them the widest possible distribution.

In the last few years, IIE has computerized the data included in major publications. This process permits IIE to update publications with greater ease and frequency. In **Study in Europe** and **Study in the American Republics Area**, the first two volumes of the **Handbook on International Study for U.S. Nationals**, the computer made it possible to introduce a field-of-study guide and index that lists institutions with their major fields. These features make more information more available and more easily retrievable by the user.

IIE prepares specialized study guides as demand emerges. **Teaching Abroad** is a reliable source of facts for U.S. teachers on a subject about which there is both much interest and much misinformation. Another study guide is **Fields of Study in U.S. Colleges and Universities**, which fills a real need abroad for information on the complexities of U.S. higher education. Equally responsive to current interests on the part of many U.S. students is the **Guide to Foreign Medical Schools**. In response to U.S. students' continuing interest in study abroad, each year IIE updates its two guides, **U.S. College-Sponsored Programs Abroad: Academic Year** and **Summer Study Abroad**.

Overseas, IIE/Mexico has led the way in extending the Institute's reach to its large Latin American audience through the development of a whole range of Spanish language materials. The Mexican representative was responsible for updating and revising the U.S.I.A. publication, **Manual for Young Latin Americans Planning to Study in the U.S.**, a particularly useful counseling tool.

A list of IIE publications is available, with information on how to order them. See the inside back cover.

Newsletters

IIE has developed a whole series of newsletters in recent years, because they are a particularly rapid and effective means of getting information to the international programs community on U.S. campuses and to the U.S. educational counselor overseas. **Update/ Study Abroad** meets informational needs of study abroad advisers on U.S. campuses ten times each academic year. The **Southeastern Asia Quarterly Report** provides news on educational development throughout that region to the U.S. admissions community and others interested in educational change in that part of the world, including a large audience in Asia itself. The new **South American Quarterly Report** performs a similar function in Latin America. The **Counselors' Newsletter**, originally developed by the South American Area Director for U.S. educational counselors in Latin America, has proven so successful that it is now distributed worldwide.

IIE reports . . ., a newsletter for all IIE audiences, is sent to 18,000 professionals and others active in support of international exchange. It reports developments both at IIE and in the larger world of international education.

Foreign Student Census

IIE conducts an annual census of international students on U.S. campuses, an activity that receives partial support from the Department of State and partial support from contributed funds.

IIE's Mexico City office receives over 25,000 visitors each year. Above: a student receives individual guidance from an IIE staff member in the counseling center.

Statistics have been published each year as **Open Doors**.

Four years ago IIE began a major reorientation of the census to increase its effectiveness as a research tool. The Institute joined with the National Association for Foreign Student Affairs (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in developing the project. IIE had been concerned with a chronic problem of underreporting and nonreporting of foreign students by colleges and universities. To solve this problem, IIE instituted simpler procedures. The effectiveness of these new procedures is indicated by results of the 1976/7 census, which recorded 203,068 nonimmigrant international students on U.S. campuses, a number 23,721 above that recorded for 1975/6, which also recorded a number substantially above that reported for the previous year. Much of the difference in recorded totals for the last two years is accounted for by the substantial improvement in response—and hence in accuracy—made possible by the efficiency of the new system.

Reports on Foreign Education

To assist U.S. admissions officers in the difficult job of evaluating the credentials of applicants from overseas institutions, IIE offers the **Reports on Foreign Education**, of which some 150 are now available. These profiles of secondary schools, colleges and universities provide information and statistical data in a concise format. They help make it possible for a candidate for admission to be evaluated in the context of his prior schooling, and thus ease the task of the admissions officer.

Applicant Information Service

IIE overseas offices and consultants in 24 countries conduct interviews on behalf of U.S. higher educational institutions which are Educational Associates. The service enables these schools to better evaluate international student qualifications through a written report on each student, covering academic qualifications, English language competence, financial resources, scholastic motivation, health and personality. IIE interviewers will also gather additional data beyond that required in a standard report in order to meet admissions officers' needs for special information about applicants, thus individualizing the service and making it as flexible as possible.

COOPERATION

Regional and Overseas Offices

IIE's field offices permit the Institute to function as a truly national and international organization. They offer the range of IIE services throughout the United States and the major developing regions of the world. IIE overseas offices are located in Nairobi, Mexico City, Hong Kong, Bangkok, Lima, and Santiago, Chile.

All overseas offices focus on counseling and assisting the foreign student, and on providing services to the U.S. admissions community. The work of these offices is described in greater detail in the 'IIE Around the World' section of this report.

IIE regional offices are located in Atlanta, Chicago, Denver, Houston, Los Angeles, San Francisco and Washington, D.C. U.S. offices play a parallel role to that of overseas offices in providing information to the student on international education, and in assisting the internationally-related academic community. They supervise the academic work of IIE-related foreign students in their areas, and offer a wide range of other services more fully outlined in the 'IIE Across the Nation' part of this report.

IIE Undergraduate Scholarship Programs

One direct means of making cooperation a reality is by matching student with school. Through overseas selection committees, IIE each year identifies a group of particularly well-qualified foreign undergraduates. It then seeks to arrange suitable academic placement and financial aid for these students at U.S. colleges and universities that wish to receive international students. This activity, the **IIE Student Program**, helped 187 young men and women from 15 countries during 1976/7—and generated $700,000 in financial assistance to them.

Since 1969, IIE/Hong Kong has offered the **Direct Placement Program** in cooperation with a group of U.S higher educational institutions. The project is designed to assist highly qualified undergraduates from the Crown Colony in need of financial help. IIE Direct Placement Scholarships have assisted 141 students over the past eight years with financial aid in the vicinity of $1,000,000. The program has received substantial donations from within the Hong Kong community itself, notably from the S.H. Ho Foundation and the American University Club.

Members of the National Screening Committee for U.S. student grants for graduate study abroad review applications at IIE/Chicago.

PLANNING

Office of Planning and Program Development

A principal objective of the Office during 1976/7 was to initiate a systematic review of foreign governments' educational development goals, to investigate ways in which U.S. higher education can help meet them, and to develop means of matching the two—through student fellowship, faculty development and faculty recruitment projects.

The Office also worked to involve the entire staff of the Institute in planning for IIE's growth over the next several years. Early in the year, staff submitted more than one hundred new ideas for new programs and services. An IIE management team reviewed these proposals at a two-day retreat, emerging with plans to pursue approximately 35 according to assigned priorities. An example of a concept that caught fire quickly: a proposal that IIE mount an effort to interest U.S. Chambers of Commerce overseas in sponsoring fellowship programs for U.S. study as an investment both in community relations and in the development of their host nations. By the year's end, a pilot project involving the São Paulo, Brazil, Chamber of Commerce had succeeded in raising $70,000 toward this goal—and was well on its way toward a productive program.

Further strengthening of IIE's capacity to recruit faculty for universities in less-developed nations will be a major objective in the coming year. IIE staff have begun a series of visits and interviews designed to determine how best to structure such a service—and how much a centralized service is needed.

Another focus of activity will be to increase the growing involvement of the multinational corporation in international education. The planning office will coordinate efforts to design programs and services responsive to the needs of transnational businesses.

COUNCILS

The International Councils bring together senior educators from the United States with their counterparts in the less-developed nations to discuss major issues and problems in higher education. The conferences provide an opportunity to exchange views, to plan mutual approaches to solving problems—and offer an opportunity for educators within a region to share ideas and approaches among themselves, as well as with their counterparts from the United States.

There are three councils—in Asia, Latin America and the Middle East. The Council on Higher Education in the American Republics (CHEAR) provided the model on which the others have been organized. CHEAR's membership consists of U.S. university presidents and rectors of Latin American universities, and has expanded in recent years to include other senior officials from outside the university who play a major role in educational planning and policy development.

Participants rotate on a regular basis to broaden the program's impact and to introduce new perspectives to the conferences. Specialists participate in sessions related to their particular expertise. Through conferences, seminars, workshops, publications and other activities carried out since 1958, CHEAR has focused attention on major concerns in university teaching, research and administration—and has stimulated specific projects aimed at their solution.

During the past year, the first in what will be a continuing series of U.S.-Mideast conferences was held in Dhahran, Saudi Arabia. Educational leaders from the Arab states and Iran met with representatives of nine U.S. higher educational institutions. Discussion topics included inter-university cooperation, faculty exchange and the relations between industry and the university.

The Middle Eastern conference was undertaken in cooperation with the Association of Arab Universities and was hosted by the University of Petroleum and Minerals in Dhahran. The International Business Machines Europe/Middle East/Africa Corporation provided financial support for a major share of the conference costs.

IIE's Offices . . .

New York Headquarters

Midwest
Rocky Mountain
Southeast
Southern
Washington, D.C.
West Coast
Regional Offices

East African
Mexican
South American
Southeast Asian
Overseas Offices

Provide Educational Services . . .

Information and Counseling to over 200,000 people through 14 offices
Publications 56,000 copies of 19 books and guides
International Councils on Higher Education
Special Services to Educational Associates
IIE Scholarship Programs
Applicant Information Service
Reports on Foreign Education
Testing Services Overseas
Overseas Counselors' Workshops
Conferences and Seminars
Foreign Student Census
N.Y. Research Library
Libraries and Catalog Collections
'Study Abroad' Information Kit
Newsletter 'Update/Study Abroad'
Newsletter, 'IIE reports . . .' 18,000 readers
Newsletter, 'Southeastern Asia Quarterly Report'
Overseas 'Counselors' Newsletter'
Newsletter 'South American Quarterly Report'
International Host Agency Activities
Volunteer Community Service Programs
IIE/Crossroads
Professional Consultation
Office of Planning and Program Development

And more . . .

To International Education's Many Audiences

Foreign Students

U.S. Students

IIE Educational Associates (500 U.S. Colleges and and Universities)

U.S. Admissions Officers

Foreign Student Advisers

Study Abroad Advisers

Overseas Educational Counselors

Overseas Educators

Distinguished International Visitors

Educational Administrators

Research Scholars

Exchange Organizations

Foundations

Corporations

International Organizations

Government Agencies

Private Agencies

Community Groups

3: PROGRAMS

Sponsored programs[1] assisted 8,966 men and women from the United States and 125 nations during the 1976/7 academic year.[2]

IIE's two largest programs were the Mutual Educational Exchange Program of the U.S. Department of State—usually referred to as the Fulbright Program—and the Venezuelan Government's Programa de Becas Gran Mariscal de Ayacucho. IIE began its fourth decade of involvement in administering the U.S. and foreign student Fulbright Program during the year.

The highest proportion of the Institute's sponsored projects meet needs of the less-developed nations for education and research. These nations were the focus of 216 of the Institute's 282 sponsored projects, including virtually all of the 146 programs sponsored by the Ford Foundation and its grantee institutions. The less-developed nations also represented a major focus of the global Fulbright Program.

IIE aided 6,397 men and women through projects related to the less-developed world. It assisted 2,315 individuals through programs exclusively focused on the industrialized nations and 254 people through projects that did not focus exclusively on either the industrial or the developing world.

The Institute's continuing involvement in educational development of the less-developed nations during the seventies has modified the kinds of service it provides to international students. During much of the last quarter century, IIE's heavy involvement in the Fulbright Program and Ford Foundation-related activity led to a high degree of concentration on graduate-level education.

The Fulbright and Ford Foundation Programs retain their important role in IIE's sponsored project activity, and maintain their focus on graduate education. However, the growth of large educational development programs sponsored directly by the less-developed nations has led to a shift toward greater involvement in undergraduate and technical education for IIE.

Sponsored projects fall into six major groups: (1) U.S. student, (2) foreign student, (3) leaders and specialists, (4) technical cooperation, (5) purchasing of instructional materials and equipment, and (6) faculty recruitment programs. They vary greatly in size. Some projects support one grantee. The Fulbright Program aided over 2,000 U.S. and foreign students during the past year, while the Venezuelan Government Program provided scholarships for well over 3,000 young Venezuelans.

The scope of IIE activity can perhaps be indicated by quoting one statistic. IIE's sponsored projects channeled over $34,000,000 in tuition, fees and maintenance funds to foreign students enrolled at U.S. colleges and universities during 1976/7. This expenditure of sponsor funds benefited thousands of students by furthering their education and preparing them for productive careers in their native lands. It also played an important role in the budget of hundreds of U.S. academic institutions at a time of continuing financial need.

U.S. STUDENTS

IIE's major effort on behalf of U.S. students continues to be the screening of candidates for Fulbright Fellowships and other grants for graduate study abroad.

IIE screened 3,095 applicants for 577 fellowships during 1976/7—for awards to be tenable at colleges and universities abroad during 1977/8. To recommend candidates for these awards the Institute assembled a 142-member National Screening Committee composed of distinguished educators and professionals in the visual and performing arts. The Institute was aided in recruiting candidates by its network of over 1,450 campus Fulbright Program Advisers.

In most cases, IIE's formal responsibility to candidates ends with its recommendations to sponsors, who reserve final decisions on the awarding of grants. However, the Institute serves as the major source of information to all candidates throughout the grant process.

IIE administered special programs for U.S. students in other areas as well. These were the annual admissions competition for the British Universities Summer Schools, and the 1977 U.S. auditions for the Royal Academy of Dramatic Arts, London, and the Guildford School of Acting and Drama, Surrey.

FOREIGN STUDENTS

International student programs formed the largest concentration of sponsored projects—in terms of numbers of grantees (6,711), numbers of programs (124), and diversity of services provided. IIE's 6,479 full-year students were pursuing graduate, undergraduate and technical programs at some 500 U.S. colleges and universities during 1976/7.

An overwhelming majority of IIE's international students are citizens of less-developed nations. Their choices of fields of study reflect the critical needs of the nations from which they come. Many pursue studies in agricul-

[1] See financial data under 'Sponsored Programs' in the Statement of Functional Expenses on pp. 44 and 45.

[2] An additional 1,951 individuals were assisted by IIE regional offices in Houston and Denver, which act as host agencies to distinguished international visitors to their cities.

ture, education, science and technology, social sciences, public and business administration, and paraprofessional fields. A particularly high proportion of undergraduate Venezuelan Government grantees—over two thousand—have concentrated in engineering fields. A large number of graduate students will return to responsible positions in the governments or universities of their home countries upon completion of their advanced degrees in the United States.

IIE students' academic programs are supervised by professional staff in seven regional offices and coordinated through IIE headquarters in New York. In addition to academic supervision, IIE assists its international students through placement in degree programs at U.S. colleges and universities or in technical study at appropriate institutions; arrangement of orientation, intensive English language training, and special enrichment activities; visa sponsorship; financial management of grants; and other services.

Academic Placement

The Institute provided placement services to some 1,900 undergraduate and 1,100 graduate candidates seeking to enter U.S. colleges and universities during the year. Depending on the program, IIE tailors services to include publicity, screening, candidate selection, and counseling overseas; credential evaluation, and matching of students with study programs and financial aid opportunities in U.S. colleges, universities and technical schools; and confirmation of all arrangements prior to the beginning of academic work. The Institute sought financial aid from U.S. sources for roughly thirty percent of the students assisted. IIE also arranged remedial programs for many undergraduate students to help them to overcome gaps in academic preparation before entering U.S. colleges and universities.

English Language and Orientation

IIE arranged English language and orientation programs for 653 international students prior to the beginning of their formal academic programs at U.S. schools during 1976/7. Depending upon the Institute's evaluation of the previous preparation of the individual, IIE selected an appropriate level and type of pre-academic program for the student in the United States. Arrangements were made for 133 students to participate in summer English language training programs and for 520 to enroll in long-term intensive English language and orientation programs.

The Institute is able to offer information about developing and implementing English language and orientation programs, re-entry/transition workshops — and about activities which enrich the academic program of an overseas student. It can offer individual and group counseling in regard to the availability of such programs in the United States. A grant from the Department of State also makes possible the publication and frequent revision of **English Language and Orientation Programs in the United States**, which is the comprehensive guide to such programs.

Several sponsors were particularly important supporters of IIE's overall international student activity. The large role of the Fulbright Program, in which IIE has played a part since its inception thirty years ago, has already been noted in the introduction to this section of the **Annual Report 1977**. In recent years, the Venezuelan Government has been an important source of support for international education through its national educational development program, which IIE has administered in the United States since 1974. The Ford Foundation and a group of multinational corporations also play significant roles in IIE-related exchange activity.

Fulbright Program

To date the Fulbright Program has enabled over 40,000 U.S. citizens to study and teach in other nations, and nearly 80,000 scholars and leaders from over 120 countries to achieve these goals in the United States.

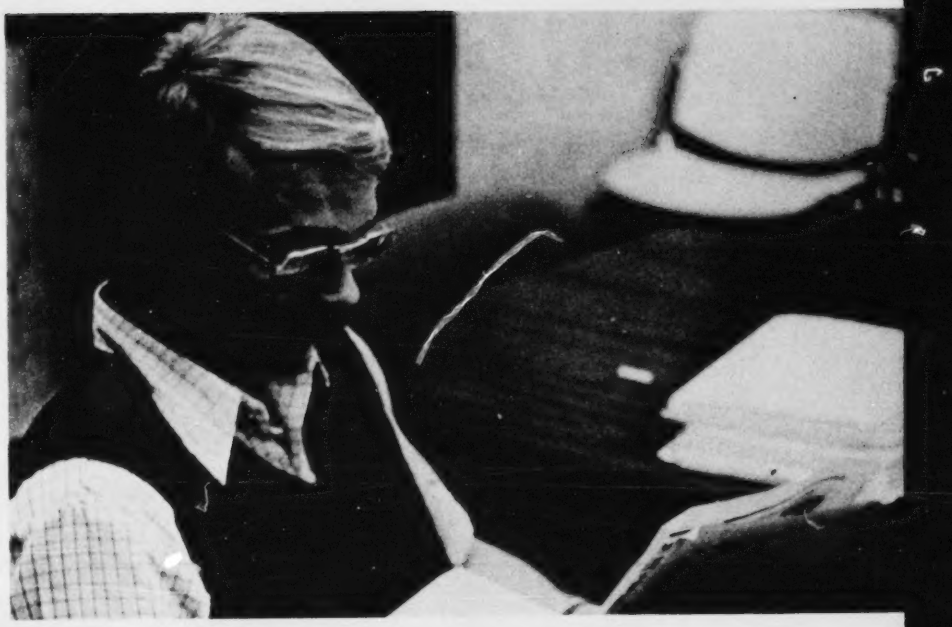
The Fulbright Program has been a form of quiet diplomacy, demonstrating to a worldwide audience the commitment of the United States to an ideal of peaceful cooperation. It has immeasurably enriched the lives of thousands of young people, has brought some of the world's finest minds to U.S. campuses, and has offered the future leaders of dozens of foreign nations an insight into what is best about our society.

IIE's particular role in the Fulbright Program has been to provide services to the U.S. and foreign student at the predoctoral level. Three hundred thirty-seven U.S. students were offered awards for study abroad in 42 nations during the 1976/7 grant competition and IIE supervised 1,894 in-

ternational students from 94 countries during the same year. Both U.S. and foreign student Fulbright activities operate on an annual cycle.

For foreign students, the process begins in their home countries with application to, and nomination by, selection committees. Candidate dossiers are then evaluated by IIE staff, and submitted for consideration to some four to seven institutions simultaneously. The excellent qualifications of nominees permit them to compete favorably for admission and financial aid.

In an effort to stretch available funds to assist a larger number of international students, IIE seeks financial aid for some ninety percent of Fulbright candidates. This year the total dollar support generated from non-governmental sources—including educational institutions, many community and professional groups, the Chase Manhattan Bank, the Minnesota Mining and Manufacturing Company, and special IIE funds—is estimated to have been $2,600,000. That figure does not include $500,000 in professional effort contributed by the U.S. academic community in direct service to both the foreign student and U.S. student portions of the Fulbright Program. The universal high regard in which the Fulbright Program is held—and the very high quality of its candidates—are eloquently demonstrated by this support from U.S. colleges, universities and private organizations.



Successful candidates are supervised by IIE during their academic careers in the United States. Typically they spend two or more years in this country working toward a graduate degree. State Department funds permit IIE to arrange English language training and orientation programs for those students requiring them, and to provide other special services.

Since the Bureau of Educational and Cultural Affairs of the Department of State is concerned with all international students in the United States, and not just the grantees of its own program, it collaborates very closely with the Institute on a number of activities that assist additional tens of thousands of international students. The Bureau has for many years assisted the information and counseling efforts of IIE overseas offices in Asia, Africa and Latin America. It provides support for the office of the South American Area Director; the publication of the IIE foreign student census, **Open Doors**, and for **English Language and Orientation Programs in the United States**; and for a number of other activities which insure that up-to-date information on U.S. higher education reaches young men and women who plan to study in the United States.

Venezuelan Government Program

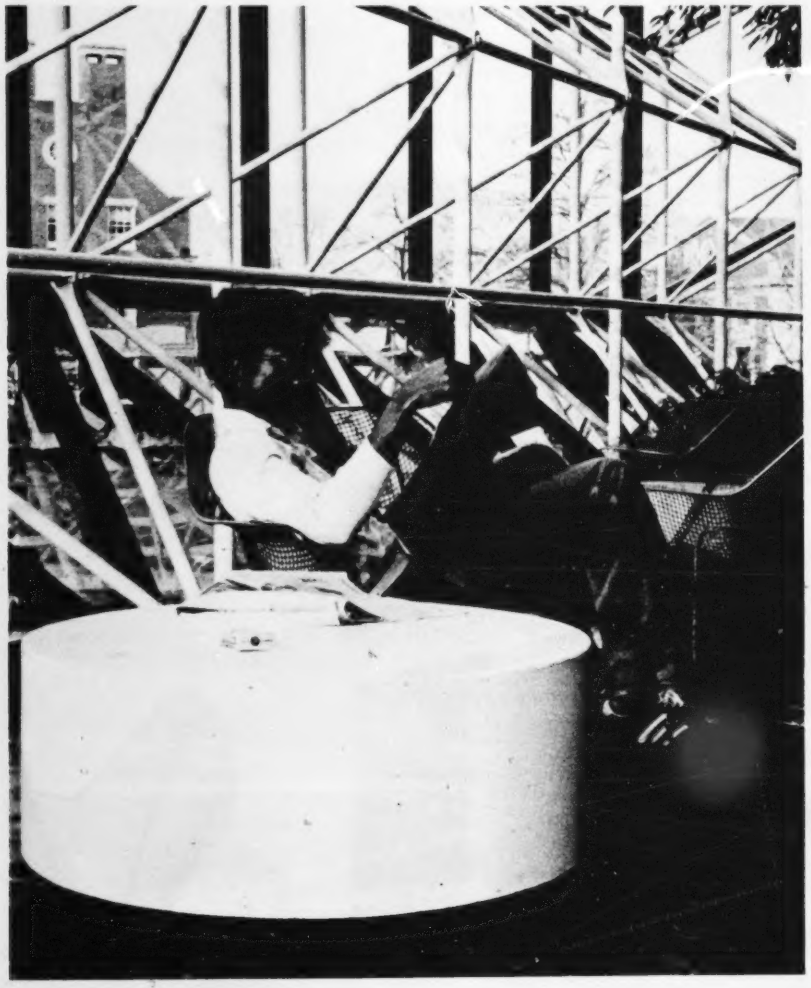
The Venezuelan Government's Programa de Becas Gran Mariscal de Ayacucho retained the status of IIE's largest, program during 1976/77. Venezuela is engaged in a national educational development program through which more than 11,000 students are being trained worldwide. The largest single contingent of students studying outside Venezuela are enrolled in U.S. colleges and universities. Over 3,500 of these students have been supervised

by IIE on behalf of the Venezuelan Government since the program got underway in 1974.

At the end of the program's third year, 3,212 students were enrolled in 323 U.S. higher educational institutions—81 percent at the undergraduate level, 17 percent in graduate programs, and two percent at English language centers.

Over five hundred U.S. institutions have participated in the program since its inception in 1974; 96 of these offered the intensive English language training which was particularly important to the future academic careers of these students, a high proportion of whom were young undergraduates with limited facility in English. The community and junior colleges continued to enroll a sizable number of students during the year, providing an excellent bridge between English language skills development and the undergraduate degree—particularly in the pre-engineering fields.

IIE continued the complex eighteen-month process of transferring administrative responsibilities for the Venezuelan Program to U.S. scholarship administration centers of the Fundación Gran Mariscal de Ayacucho, the Venezuelan Government agency with worldwide responsibility for the success of the program. This process has engaged the Institute in a series of training seminars and liaison activities which will continue until the termination of IIE's direct administrative responsibility in June, 1978. It has been a rewarding collaboration for all concerned. It appeared likely at year's end that IIE may continue to provide a number of basic services to the Venezuelan Government Program in future years.



IIE prepared a publication on the Venezuelan Program during the year. **The Gran Mariscal de Ayacucho Scholarship Program: 1974-77** pays tribute to the vision of the Venezuelan Government and its President, Carlos Andrés Pérez, in using mineral wealth from oil to educate the young people who will have the task of diversifying Venezuela's economy. The publication also serves as a record of the commitment and motivation of the students with whom IIE has worked, and of the great contribution more than five hundred U.S. educational institutions have made to the achievement of the Venezuelan Program's goal.

Corporate Programs

Fellowship programs of multinational corporations assisted 496 international students (and 26 U.S. students) in 1976/7. IIE's 28 corporate sponsors included such firms as ITT, IBM, American Express, General Electric, Chase Manhattan Bank, Goodyear, Exxon, Minnesota Mining and Manufacturing, TRW and Bendix. The majority of projects fell into three categories—employee development, employee relations, and community relations programs.

Employee development programs provided education or training for the largest number of grantees—321 in 1976/7. Of these the majority were sponsored by petroleum companies in Libya; the group includes Esso/Libya, Oasis, Occidental, and Umm al-Jawaby Petroleum. The al-Mukhtar and Libya insurance companies sponsor employees as well. The Libyan programs have expanded rapidly since 1974, and have notably expanded IIE's capacities in technical placement. Knowledge and experience gained through both the Libyan and Venezuelan programs have added greatly to IIE's ability to manage training programs of importance to less-developed nations.

Considerable interest has been shown by multinationals in programs that provide scholarships for children of their overseas employees, permitting these companies to offer benefits parallel to those they offer in the United States. American Express and the Starr Foundation of the American International Group of insurance companies were the first to sponsor such employee relations programs. This year a new program began under the sponsorship of Bendix Corporation.

If the General Electric Foundation International Fellowship Program rep-

resents the most enduring example of a corporate community relations program—having sponsored 88 students since its inception in 1961—the ITT International Fellowships represent the largest program of its kind that IIE has ever administered. ITT has offered approximately 30 awards to U.S. students and 30 awards to foreign students from a similar number of countries each year since 1973.

Multinationals use IIE's services because of its special capacities in international student administration. The Institute has the academic placement and supervisory skills which the corporation lacks—and which it would be uneconomic for it to develop. IIE also offers an impartial screening and selection system to the corporation—a particular advantage in carrying out a community relations program.

Corporate interest in international education has grown as corporations have recognized the need of—and demand for—social investment throughout their global operations. The many roles IIE can play in assisting the multinational corporation are outlined more fully in the Institute's new publication, **Education: A Global Commitment/International Education: A Global Resource.**

Ford Foundation Programs

Sixty-six of the Institute's 124 foreign student programs were sponsored by either the Ford Foundation or the Foundation's grantee universities and public agencies in Asia, Africa, the Middle East and Latin America. Altogether the Ford Foundation assisted 339 fellows through IIE-administered programs in 1976/7.

A typical Ford Foundation program aids a university department or government agency to develop its staff through graduate education in the United States or a third country. The largest proportion of these men and women are in the United States to complete a doctorate, and will return to faculty positions to teach and perform research upon receiving their degree. Fields of study are those particularly important to national and institutional development.

LEADERS AND SPECIALISTS

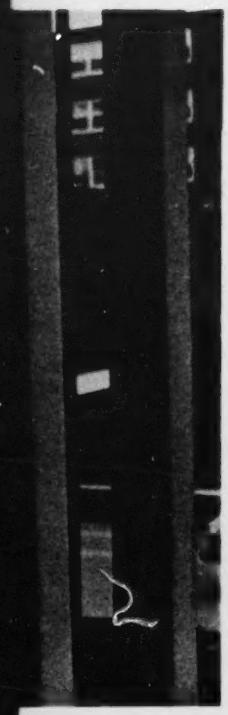
The U.S. Government and private agencies bring many distinguished visitors to the United States each year for programs of study and observation. IIE administered 32 projects that assisted 644 international leaders and senior professionals in 1976/7. Project activity varied greatly in both length and complexity—ranging from conference participation to long-term research or practical training. Despite their diversity, all programs shared common features. They assisted international visitors already notable in their fields and in their home countries, typically through activities not related to achieving an academic degree—and were intended to further professional development.

IIE is one of the major agencies active in the administration of the International Visitors Program of the Department of State. State Department funds supported the arrangement of special programs for 440 distinguished guests of the U.S. Government in 1976/7. These foreign leaders were nominated by one hundred U.S. Embassies abroad. The majority of International Visitors followed individually-arranged study and observation itineraries. They spent an average of one month in the United States, increasing their knowledge of the United States and following their professional interests.

This year's 440 grantees met with individual Americans and visited private and governmental institutions in approximately 160 cities and towns across the entire United States. Although most International Visitors followed individually-arranged itineraries, 133 came as participants in special multiregional projects in energy technology, energy economics, urban growth and land use, urban government, rural community development, food systems, adult education, and international investment.

An additional 204 distinguished visitors had programs arranged for them by IIE during 1976/7, of whom 110 were Ford Foundation grantees. The majority of these individuals were from Asia, Africa and Latin America. Their programs tend to be exceptionally varied—ranging, for example, from a Brazilian's postdoctoral research on rural administration in the United States to short-term study trips throughout Western Europe by a group of Romanian urban planners, to an Egyptian's attendance at a series of international conferences in Morocco, Yugoslavia, Argentina and France.

Several special projects are administered in the arts. Notable among them is the International Music Competitions Project of the Department of State, through which the Office of International Arts Affairs provides IIE



with funds to offer travel grants to young U.S. musicians so that they can perform in major competitions abroad. Also notable are the Kress Foundation Art History Fellowships, the Cintas Foundation Fellowships for creative artists of Cuban descent, and the Annette Kade Endowment Fund's program for arts exchanges with the Federal Republic of Germany and France.

TECHNICAL COOPERATION

Researchers and advisers on IIE-related technical cooperation projects apply their skills to the solution of the critical problems of the less-developed world. IIE offers administrative services to the expanding group of 'Green Revolution' centers which seek to increase world food production—and to projects in economic development, urban planning, rural development, aquaculture and numerous other fields. During the year, 685 men and women were working on 40 IIE-related projects in Latin America, Asia, Africa and the United States.

IIE's central technical cooperation effort continued to be administrative support of the eleven international institutes of agriculture and two other agencies engaged in food-related research. Altogether IIE assisted 576 employees of these thirteen institutions, an increase of 124 over the previous year, as the centers continue their rapid expansion.

During the year, IIE signed a contract with the eleventh international institute of agriculture, the International Center for Agricultural Research in Dry Areas in Syria. IIE will provide administrative services to all scientists working at the Center.

Twenty-seven additional projects were sponsored by the Harvard Institute for International Development (economic planning and development), the Ford Foundation (varied fields), the Agency for International Development and the Korean Government (agriculture), and the University of California at Berkeley (demography).

Services to technical cooperation programs include personnel and financial administration; recruitment of specialists; arrangement of travel and shipping; academic placement and supervision of project-related students; and the purchasing of instructional materials, equipment and publications.

This last activity assisted 54 institutions, 44 of which were grantee institutions of the Ford Foundation largely concentrated on the Indian subcontinent and in the Middle East. IIE also purchased instructional and research equipment for seven of the international institutes of agriculture.

FACULTY RECRUITMENT

IIE is engaged in a multi-year program on behalf of the Agency for International Development that will eventually involve the recruitment of some sixty specialists in agriculture and other fields for service in Africa. During 1976/7, activity included the recruitment of six specialists and the provision of administrative services to fifteen specialists already recruited.

The Institute also provided services to the United Nations University in Tokyo—and to the University College of Botswana. For the United Nations University, IIE launched an international search, successfully completed by the recruitment of three senior administrative personnel to be stationed at the internationally-based University's headquarters in Japan. The Institute's effort on behalf of the University College of Botswana involved the recruitment of candidates for some thirteen academic and administrative positions, seven of which were filled during the year.

PROFILES: FIVE STUDENTS

IIE works for—and with—thousands of students and other grantees every year. Summing up the Institute's activities in an Annual Report necessarily requires compression of their individual identities into overall statistics. However, the following profiles, brief as they are, may suggest some of the reasons why IIE's work in international exchange is important and useful—and how it touches individual lives.

THORSTEINN KARLSSON: A Fulbright Student

The Fulbright Program was established to promote mutual understanding between nations and peoples. The growth of understanding in one Icelandic student is illustrated in the following excerpt from the magazine of the University of Georgia College of Agriculture, *The Georgia Agriculturist*. **Thorsteinn Karlsson's research demonstrates an equally important benefit of the program: the dissemination of new knowledge and new ways of doing things. In Thorsteinn's case, his new knowledge may lead to the development of a major industry in his country.**

Thorsteinn's Fulbright grant is supplemented both by a grant from his own government and by a university assistantship arranged through IIE, which seeks financial aid for many Fulbright candidates as part of its overall effort on their behalf. The cooperation of the University of Georgia and the Governments of Iceland and the United States in helping this one student is typical of the way in which this unique program works.

Can you imagine living in a country of only 200,000 people—a country with a population only three times that of Athens, Georgia?

Thorsteinn Karlsson can. His home is Reykjavik, Iceland.

Iceland is basically an agrarian society with an economy dependent upon the fishing industry. Thorsteinn is completing his doctorate in poultry science at the University of Georgia in the hopes of developing the poultry business in his country and thereby expanding Iceland's economy.

A Fulbright scholar, Thorsteinn has been studying at the University since 1972. He obtained information relating to his fellowship at the University of Iceland. "I did not have a Southern university in mind when I applied for a fellowship," Thorsteinn commented. "Actually, IIE applies to many universities for you. It just happened that the University of Georgia made me the best offer. At home you don't hear too much about the South. Your impression is still from the only book we study, **Uncle Tom's Cabin**." After having lived in the South for five years, however, Thorsteinn's views have changed remarkably—and his horizons have widened.

About eighty percent of the export products in Iceland are related to the fishing and canning industry. It is Thorsteinn's desire to return to Iceland and work with industry for two or three years. During this interim, he plans to investigate the potential of establishing a poultry industry in Iceland analogous to that in the United States.

Iceland is a democracy, and like many countries in the world today, she is looking for ways to boost her economy. "One thing that looks promising to me would be to import corn from the United States, raise broilers in Iceland, and then ship them to prime markets such as West Germany. Since both Iceland and West Germany are in the Common Market, we would avoid any import tax," Thorsteinn pointed out enthusiastically.

The research Thorsteinn is conducting for his doctorate is as appropriate for an infant poultry industry as it is for the well-established system in the United States. This research focuses on building immunity against coccitiosis, the number one parasite problem in the poultry industry.

Thorsteinn should finish the doctorate program in August. Complete with scientific knowledge concerning poultry diseases, he will return to Iceland, determined to help establish the newest major industry in the country.

ROGER AND BLANCA LAUGHLIN: Venezuelan Scholars

IIE assisted the Venezuelan Government in establishing its national program of scholarships for economic development, the Programa de Becas Gran Mariscal de Ayacucho—the GMA Program, for short—in the United States. The Institute's involvement began in 1974, and will end with the transfer of the last of over 3,500 GMA students to the Venezuelan Government's new scholarship administration offices in the United States in June, 1978, although IIE may continue to provide a number of basic services to the Program. Most GMA students are pursuing studies in engineering, but the Venezuelan economy needs to diversify from its dependency on the petroleum industry in many other directions, so awards have been offered in numerous other fields.

"We are learning to assess, predict and prevent the effects of different pollutants and man-made alterations on aquatic systems. We hope to use this knowledge and experience in Venezuela to aid in protecting our aquatic resources."

Roger and Blanca Laughlin share both a marriage and an interest in the environmental sciences. They met several years ago in Cumaná, Venezuela, where Roger was studying at the Universidad de Oriente. Since receiving their GMA Scholarships, Roger has completed a master's program in marine biology, and Blanca has maintained a high scholastic average in her double major in chemical and biological sciences at the undergraduate level. Both are studying at Florida State University in Tallahassee.

Roger's scholarship has been extended to permit him to go on for the doctorate in his field. He recently presented a paper prepared in connection with his doctoral thesis at the Estuarine Research Conference in Texas. Blanca also hopes to earn a graduate degree in marine biology.

Both look forward to their return to Venezuela and to participating in their country's development. They hope that, "in the future, all Venezuelan children will have the facilities and opportunities we have had in pursuing our academic goals. We hope that some day Venezuela will have an educational system that will allow Venezuelans to study any field at any level. We are sure that all GMA students who have benefited from the experience of studying abroad will contribute towards this development of our educational system."

JONATHAN KANTOR AND ABDUL AZIZ ADAM

U.S. and South African ITT International Fellows

ITT sponsors the largest bilateral exchange program ever developed by a transnational corporation. Both U.S. and foreign citizens are enabled to study through ITT Fellowships. Thus Americans are provided an insight they would otherwise lack into the inner life and character of other nations, and citizens of other countries reach a clearer understanding of the United States' complex society. Our global society can function properly only if its members truly understand each other and can work together for peaceful ends. The people of ITT recognize this fact, and believe that a global corporation has a particular opportunity, and responsibility, to contribute to its achievement. Over 250 U.S. and foreign students from over forty countries have benefited from ITT's contribution toward this goal since the inception of the ITT International Fellowships in 1973/4.

JONATHAN KANTOR

Jonathan Kantor studied at Oxford during the 1976/7 academic year, after completing his undergraduate work at Brown University. His career plans are to teach and to write, and he used his ITT International Fellowship at Oxford both to undertake research in English history and to deepen his knowledge of English literature. In a letter to IIE, he expressed a basic value of—and reason for—study abroad: the opportu-

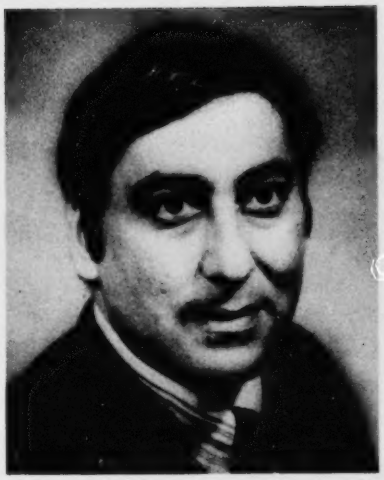
nity it provides to pursue individual study in a cultural context that makes the educational experience itself both more comprehensible—and more meaningful. His words are articulate, and refreshingly his own.

"Oxford is a wonderful place to live if one is willing to forget sunshine and central heating. At first, I tried to shake off the feeling of being a tourist, but then I realized that everyone is a tourist in Oxford (its only natives are the dead), that everyone is equally amazed by its magnificence, its oldness. I imagine Hollywood would produce a similar state of mind, although of course for different reasons. Oxford is, after all, authentically ancient which makes it a perfect milieu in which to study history. The libraries and faculty are as superb as I expected. I was surprised at the degree of independence a graduate student has at Oxford. This arrangement has worked to my benefit, since I intended this year to be intellectually broadening. I came here to do research in English history, but also to study English literature—and I've been able to do both. Needless to say I'm grateful for the opportunity."

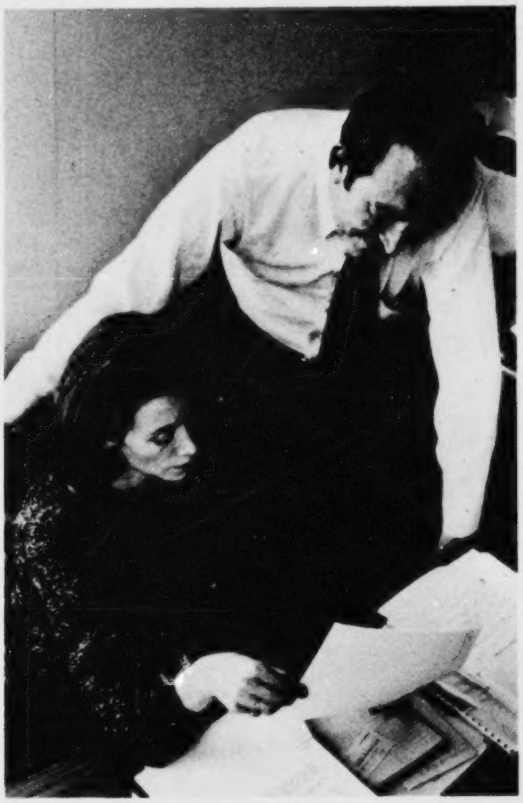
ABDUL AZIZ ADAM

"With every new experience, every new encounter I have had in the United States, I find myself wishing that all the peoples of South Africa could feel and see that living together is more enriching than being intolerant of differences. Studying in a land with as many diversities as my own has shown me that intolerance can be replaced by understanding. I have had the pleasure of meeting people from many countries, and I am amazed that all cultures and nationalities can live in harmony. Living in a truly international atmosphere has given a new dimension to my self-concept: I no longer feel different, but a significant member of a world community."

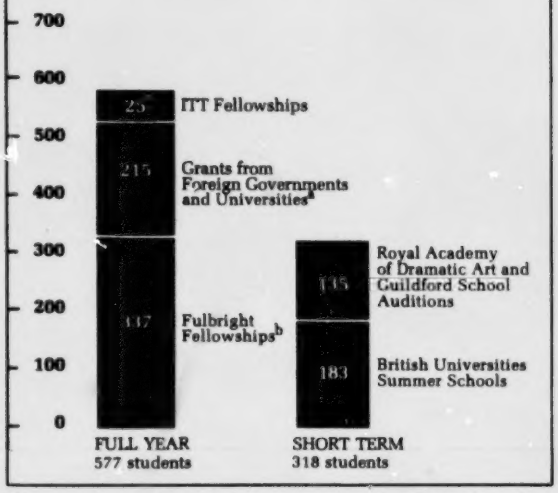
Abdul Aziz Adam's statement could stand as a summary of the values of international education in the modern world. His ITT International Fellowship will assist him to complete a Master's degree in mathematics. Abdul plans to teach in a South African university upon his return home, and to pursue a doctorate in his field. He already has an extensive background—as a lecturer at a teacher training college, high school vice-principal and mathematics teacher.



A native of Johannesburg, he is a graduate of the University of South Africa in Pretoria and is currently enrolled at Western Michigan University at Kalamazoo.



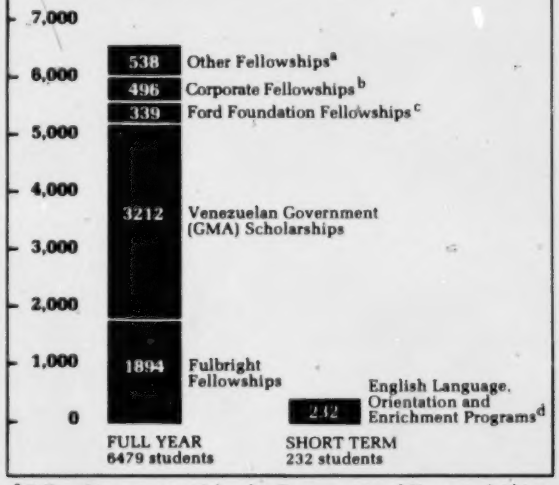
1. U.S. STUDENTS:



[a] Governments of Austria, Finland, France, Federal Republic of Germany, Iceland, Indonesia, Israel, Poland, Romania, Spain, Sweden, Switzerland, Turkey, Yugoslavia, several foreign universities and U.S. and foreign organizations

[b] 263 full grants, 74 travel grants

2. Foreign Students: Sponsors and Statistics



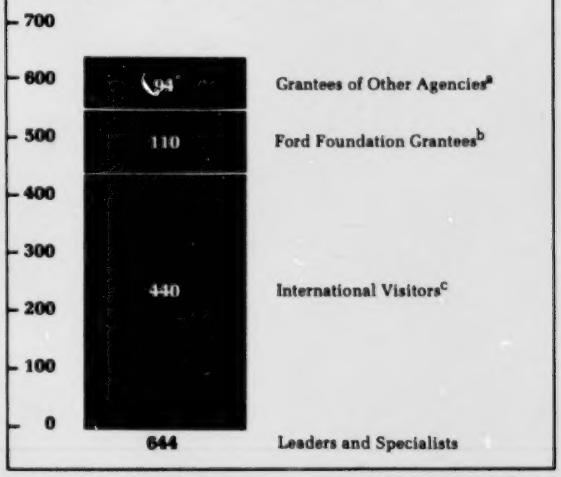
[a] Fellowships sponsored by the Governments of Korea and China (Taiwan), Latin American educational credit agencies, UNESCO, 2 U.S. universities, 8 binational agencies, 6 funds, 4 foundations, an international agency, and through a joint U.S.—French Government program (French Language Teaching Assistantships)

[b] Fellowships supported by 26 corporations

[c] Fellowships administered through 66 programs of the Ford Foundation and its grantee institutions in less-developed nations

[d] Supported by Department of State funds. 111 Fulbright students participated in pre-academic English language and orientation programs; 121 self-sponsored foreign students were enabled to participate in activities that enriched their academic programs

3. Leaders and Specialists: Sponsors and Statistics

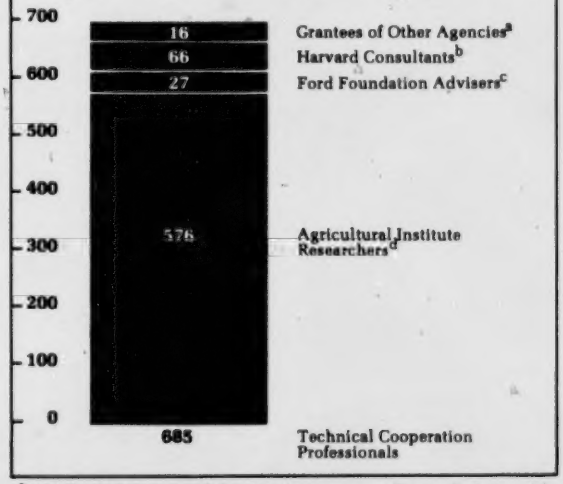


[a] Sponsored by the U.S. Government (International Music Competitions and the Mutual Exchange with the Soviet Union), UNESCO, Government of Korea, University of North Carolina Population Center, IBM World Trade Corporation, the Cintas Foundation and the Association Atlantique

[b] Grantees through 22 programs of the Ford Foundation and its recipient institutions in the less-developed nations

[c] Distinguished foreign nationals sponsored through the International Visitors Program of the Department of State

4. Technical Cooperation: Sponsors and Statistics



[a] AID-funded projects of the Crop Improvement Research Center, Office of Rural Development, Government of Korea and of the University of California/Berkeley/Nepal

[b] Serving on 11 Harvard Institute for International Development projects in Bolivia, Indonesia, Iran, Kenya, Korea, Malaysia and Nicaragua

[c] Serving on 14 projects at grantee institutions of the Ford Foundation in Bangladesh, Chile, Colombia and India

[d] Serving at the 11 international institutes of agriculture (the "Green Revolution" centers) and at two other international centers concerned with increasing world food supplies, the International Agricultural Development Service (IADS) and the International Center for Living Aquatic Resource Management (ICLARM)

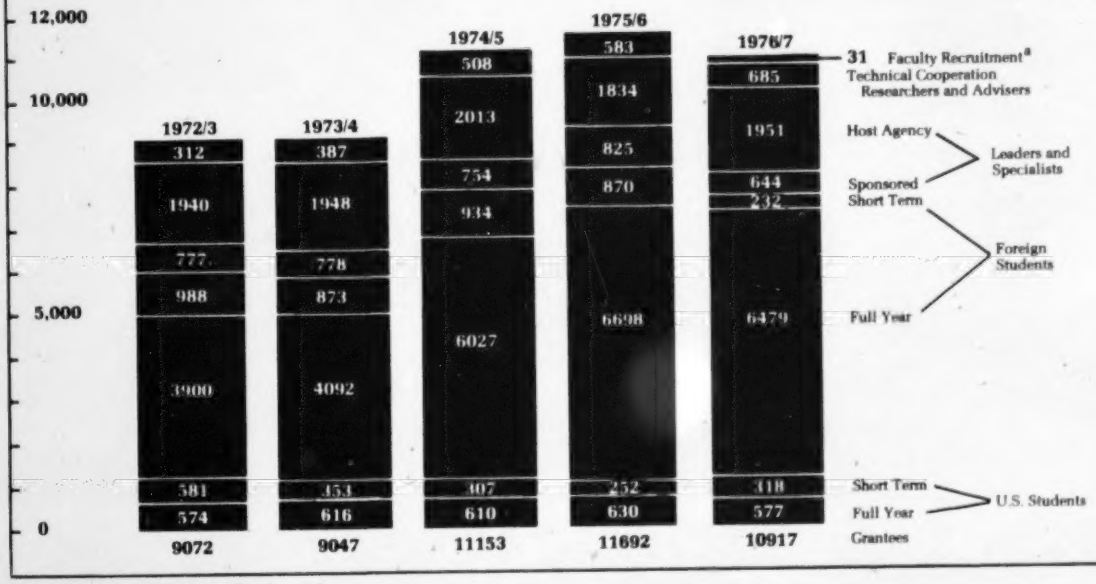
5. IIE's World

The 8,966 grantees of IIE's 282 sponsored programs originated in the United States and 125 other nations

753 students and 215 leaders and specialists came to the U.S. from 35 nations in Asia, the Middle East and Oceania.
18 technical cooperation professionals worked on projects that benefited Latin American nations.
3,899 students and 111 leaders and specialists came to the U.S. from 24 Latin American nations.
13 technical cooperation professionals worked on projects that benefited African nations. 28 faculty members were recruited for African institutions.
496 students and specialists came to the U.S.
1,295 students and specialists came to the U.S. from 31 nations. industrialized nations, the U.S.S.R. and Australia.

268 foreign students participated in programs for which country breakdowns are unavailable. Their numbers are not recorded on the map.

6. Comparative Totals of Individuals Assisted By IIE Through Sponsored Programs and Host Agency Activities



[a] New category in 1976/7 academic year

7. Total Number of Individuals Assisted by IIE Through Sponsored Programs and Host Agency Activities

8,966 students, educators, leaders, and technical cooperation professionals assisted through 282 programs funded by sponsors

1,951 foreign leaders and specialists assisted by IIE regional offices in Denver and Houston in their capacity as international host agencies

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10,917 U.S. and foreign students, educators, leaders and specialists, and technical cooperation professionals were assisted by IIE during the 1976/7 academic year

8. Sponsored Programs Administered by IIE: Programs

Number of Programs Administered for:

	U.S. Students	Foreign Students	Leaders and Specialists	Technical Cooperation	Faculty Recruitment	Purchasing	Total
U.S. Government	1	4	3	-	1	-	9
U.S. Universities	-	3	1	12	-	1	17
Foreign Governments and Universities	22	50	21	15	1	46	155
International Organizations	-	2	1	13	1	7	24
Foundations and Binational Agencies	4	39	5	-	-	-	48
Corporations	2	26	1	-	-	-	29
Total	29	124	32	40	3	54	282

9. Sponsored Programs Administered by IIE: Grantees

Number of Grantees Assisted:

	U.S. Students	Foreign Students	Leaders and Specialists	Technical Cooperation	Faculty Recruitment	Total
U.S. Government	337	2160[a]	464	-	21	2982
U.S. Universities	-	18	17	69	-	104
Foreign Governments and Universities	509[b]	3604	88	40	7	4248
International Organizations	-	46	22	576	3	647
Foundations and Binational Agencies	23	387	52	-	-	462
Corporations	26	496	1	-	-	523
Total	895	6711	644	685	31	8966

[a] Includes 232 short-term grantees
[b] Includes 318 short-term grantees

10. Geographical Distribution: Programs

Number of Programs Which Offer Opportunities for Study by U.S. Students in:

	Less-Developed Countries				Industrial Nations	Multi-national[a]	Total
	Asia	Africa	Latin America	LDC's in General			
U.S. Students	3	—	—	—	24	2	29

Number of Programs Designed to Assist Education, Research or Development in:

	Less-Developed Countries				Industrial Nations	Multi-national	Total
	Asia	Africa	Latin America	LDC's in General			
Foreign Students	25	28	40	2	20	9	124
Leaders and Specialists	15	3	5	—	7	2	32
Technical Cooperation	20	2	5	13	—	—	40
Faculty Recruitment	—	2	—	—	—	1	3
Purchasing	29	18	—	6	1	—	54
Total	92	53	50	21	52	14	282

[a] Programs with a global scope

11. Geographical Distribution: Grantees

Number of Individuals Assisted by Programs which Offer Opportunities for Study by U.S. Students in:

	Less-Developed Countries				Industrial Nations	Multi-national	Total
	Asia	Africa	Latin America	LDC's in General			
U.S. Students	37	10	54	—	794	—	895

Number of Individuals Assisted by Programs Designed to Assist Education, Research or Development in:

	Less-Developed Countries				Industrial Nations	Multi-national	Total
	Asia	Africa	Latin America	LDC's in General			
Foreign Students	753	496	3899	17	1295	251[a]	6711
Leaders and Specialists	215	92	111	—	226	—	644
Technical Cooperation	78	13	18	576	—	—	685
Faculty Recruitment	—	28	—	—	—	3	31
Total	1083	639	4082	593	2315	254	8966

[a] Participated in short-term programs for which country breakdowns are unavailable

12. Ford Foundation Programs[a]

A. Programs

	Foreign Students	Leaders and Specialists	Technical Cooperation	Purchasing	Total
Foreign Governments and Universities (3rd Party Grants)	43	19	14	44	120
Foundations and Binational Agencies (Direct Grants)	23	3	—	—	26
Total	66	22	14	44	146

B. Grantees

	Foreign Students	Leaders and Specialists	Technical Cooperation	Total
Foreign Governments and Universities (3rd Party Grants)	144	74	27	245
Foundations and Binational Agencies (Direct Grants)	195	36	—	231
Total	339	110	27	476

[a] Arrangement parallels tables 8-9

13. Nations with which IIE had Relationships through Sponsored Programs

AFRICA
33 nations

Algeria
Benin
Botswana
Burundi
Cameroon
Central African Empire
Egypt
Ethiopia
Gambia
Ghana
Ivory Coast
Kenya
Lesotho
Liberia
Libya
Madagascar
Malawi
Mali
Mauritania
Mozambique
Nigeria
Rwanda
Senegal
Sierra Leone
South Africa
Sudan
Swaziland
Tanzania
Togo
Uganda
Upper Volta
Zaire
Zambia

Asia
32 nations

Afghanistan
Bahrain
Bangladesh
Bhutan
Burma
China (Taiwan)
Hong Kong
India
Indonesia
Iran
Iraq
Israel
Japan
Jordan
Khmer Republic (Cambodia)
Korea
Laos
Lebanon
Malaysia
Morocco
Nepal
Oman
Pakistan
Philippines
Saudi Arabia
Singapore
Sri Lanka
Syria
Thailand
Turkey
United Arab Emirates
Vietnam

Europe
27 nations

Austria
Belgium
Bulgaria
Cyprus
Czechoslovakia
Denmark
Finland
France
Germany, Federal Republic of
Greece
Hungary
Iceland
Ireland
Italy
Luxembourg
Malta
Netherlands
Norway
Poland
Portugal
Romania
Spain
Sweden
Switzerland
U.S.S.R.
United Kingdom
Yugoslavia

Latin America
26 nations

Argentina
Bahamas
Barbados
Bolivia
Brazil
Cayman Islands
Chile
Colombia
Costa Rica
Dominican Republic
Ecuador
El Salvador
Guatemala
Guyana
Haiti
Honduras
Jamaica
Mexico
Nicaragua
Panama
Paraguay
Peru
Surinam
Trinidad and Tobago
Uruguay
Venezuela

North America
1 nation

Canada

Oceania
6 nations

Australia
Fiji
New Zealand
Papua New Guinea
South Pacific Islands
Tonga

World
125 nations

4. OFFICES ACROSS THE NATION

IIE regional offices celebrated their 25th Anniversary this year. The national observation culminated in a special joint meeting of the Board of Trustees and the Regional Advisory Boards as the national IIE Council in Washington, D.C., in April. Assistant Secretary of State for Educational and Cultural Affairs Joseph Duffey was the featured speaker at the meeting, during which former Senator J. William Fulbright received a distinguished service award from the Institute on the occasion of the 30th Anniversary of the Fulbright Program.

IIE regional offices supervised nearly 6,500 foreign students in full-year programs at U.S. colleges and universities during 1976/7, working closely with both students and campus advisers.

Regional offices also work with university advisers in counseling U.S. students on study abroad and participate in the annual schedule of National Screening Committee meetings for IIE's U.S. student fellowship competition.

IIE/Denver and IIE/Houston act as official host agencies for international visitors to their cities. They arranged programs for nearly 2,000 foreign leaders and professionals brought to the United States by IIE and many other agencies. Because of its extensive involvement in citizen exchange, IIE was particularly pleased at the election of Polly Cox, IIE/Denver staff member, as President of the National Council for Community Services to International Visitors (COSERV), the national organization of international community service agencies.

Regional offices develop programs that meet local needs. They convene conferences and participate in professional meetings, representing their regions and IIE as a whole in their part of the United States.

Through these offices IIE maintains essential contact with colleges and universities across the United States, with other organizations active in international exchange, and with thousands of individual supporters of international education.

NORTHEAST

The Northeast Regional Office, a division of IIE headquarters in New York City, supervises IIE-related foreign students in New Jersey, New York, Pennsylvania and the New England states. The office was responsible for the administration of 1,373 international students during 1976/7.

MIDWEST

IIE/Chicago supervised over 1,500 foreign students at universities and colleges in the Midwest. More than 2,000 individuals and organizations turned to IIE's Midwest office for information on study abroad and in the United States; new reference materials were obtained and the counseling facilities reorganized. The second edition of **A Foreign Student Guide to Chicago** was published and distributed free to 6,000 area students. International corporations, banks and trade commissions have also made extensive use of the **Guide**, published under a grant from the Chicago Sun-Times/Daily News Charity Trust.

The second Student Conference on International Business, an official adjunct of the Chicago World Trade Conference, drew some 200 students, scholars and corporate representatives.

Admissions officers, foreign student advisers, and study abroad counselors benefited from IIE seminars on the culture and educational systems of Venezuela, the United Kingdom and the Federal Republic of Germany.

Eight National Screening Committee panels composed of educators from ten Midwestern states met in the Chicago office to recommend nominees for the U.S. Student Fulbright Program and other IIE-related grants for graduate study abroad. As a result, approximately one hundred Midwest students were later offered awards.

ROCKY MOUNTAIN

IIE/Denver supervised the academic progress of some 570 international students at area colleges and universities during the year. Its numerous activities on behalf of exchange students included the Economics Institute, in which 200 students participated, and which engaged the cooperation of thirteen corporations. Summer internships in nonprofit organizations were made possible through grants from the Boettcher Foundation and the O'Fallon Trust. One hundred admissions officers and foreign student advisers participated in a workshop on the Iranian educational system co-sponsored by IIE, the College Entrance Examination Board and the National Association for Foreign Student Affairs, of which IIE staffer Phyllis Cotten was Regional Chairman this year. The IIE/Crossroads Program, a pre-departure seminar for international students, was held in Colorado Springs with the collaboration of Colorado College and the community.

The Denver office is the international host agency for the city, and as such arranged programs for 1,005 distinguished international visitors. IIE/Denver was designated the official coordinating agency for President Carter's Friendship Force by Colorado Governor Richard Lamm—and was particularly pleased to be able to support this extraordinary experiment in citizen-to-citizen exchange.

IIE/Denver assisted U.S. students by counseling over 200 young men and women on study abroad. In addition, the Rocky Mountain regional office actively promoted the values of international exchange through a strong community relations effort which included an hour-long program on Denver television, radio appearances and public service announcements.

SOUTHEAST

In 1976/7, IIE/Atlanta had 561 international students studying under its supervision. This group included 83 young men and women sponsored through the Programs of Educational and Technical Exchange with Central

America, the Caribbean and South America (PETECA and PETESA). PETECA and PETESA are IIE-developed two-year technical exchange programs established to provide trained manpower in fields in which the need for technicians by less-developed nations is critical. In conjunction with PETECA, IIE/Atlanta administered Sylvan Bowles Foundation scholarship funds for students from the Bahamas, Jamaica, and Trinidad and Tobago.

In response to the Guatemalan emergency created by the 1976 earthquake, the Southeast office sought admission and financial aid from regional colleges and universities for students whose education had been interrupted. In cooperation with the Latin American Teaching Fellowship Program (LATF), IIE/Atlanta obtained scholarships for ten Guatemalan students now completing their education in the United States. The office continued its other efforts to match needs of Latin American and Caribbean students with the strengths of Southeastern educational institutions.

IIE/Atlanta convened panels of the National Screening Committee for grants for graduate study abroad and provided counseling services on study abroad.

SOUTHERN

During the year 1,181 foreign students studied under the supervision of IIE/Houston. The Houston office's foreign student total included grantees under the Korean Ministry of Commerce and Industry, Tenneco Thailand and Triton Oil and Gas programs, for which the office has primary responsibility.

The Institute's Southern office arranged programs for 946 leaders and specialists as international host agency for Houston, and in its capacity as protocol office for the city assisted with the visits of King Hussein of Jordan, ambassadors and members of parliaments from thirteen nations—and of Russian female Cosmonaut Valentina Tereshkova.

IIE/Houston's counseling staff handled 1,050 requests for information and counseling during the year.

The Institute's Houston office continues to be extraordinarily active in community activities related to educational and international affairs. Lucy Keller, IIE staff member, is currently serving as Regional Chairman of the National Association for Foreign Student Affairs (NAFSA). IIE/Houston sponsored with NAFSA a two-day workshop on intercultural communication, and cosponsored with several other agencies a seminar on the Argentine economy. It conducted a workshop on study abroad in conjunction with the Round Top Festival/Institute. The office also helped to organize a new Sister City relationship between Houston and Baku in the U.S.S.R.

IIE/Houston continued to sponsor and serve as secretariat for the Houston International Service Committee, a large volunteer group which works with foreign students and international visitors. A notable activity among many this year was the visit of University of Texas Orientation Center students to the residential community serving the Johnson Space Center, where they were the guests of Astronaut Vance Brand.

Trustee and Regional Advisory Board member Kenneth Franzheim II continued to support the Franzheim Internships in International Affairs through the Franzheim Synergy Trust. The internships provide on-the-job training in IIE's Houston office for graduate students in international relations.

WASHINGTON, D.C.

IIE's Washington office administers a portion of the International Visitors Program of the Department of State. During the year the office assisted 440 international visitors from 100 nations. Distinguished citizens of foreign countries were invited to participate in the program by U.S. embassies abroad. The majority followed individually arranged professional travel-and-observation itineraries which brought them into contact with public and private agencies, educational institutions and individuals in over 160 U.S. communities. Special multiregional projects engaged 133 participants.

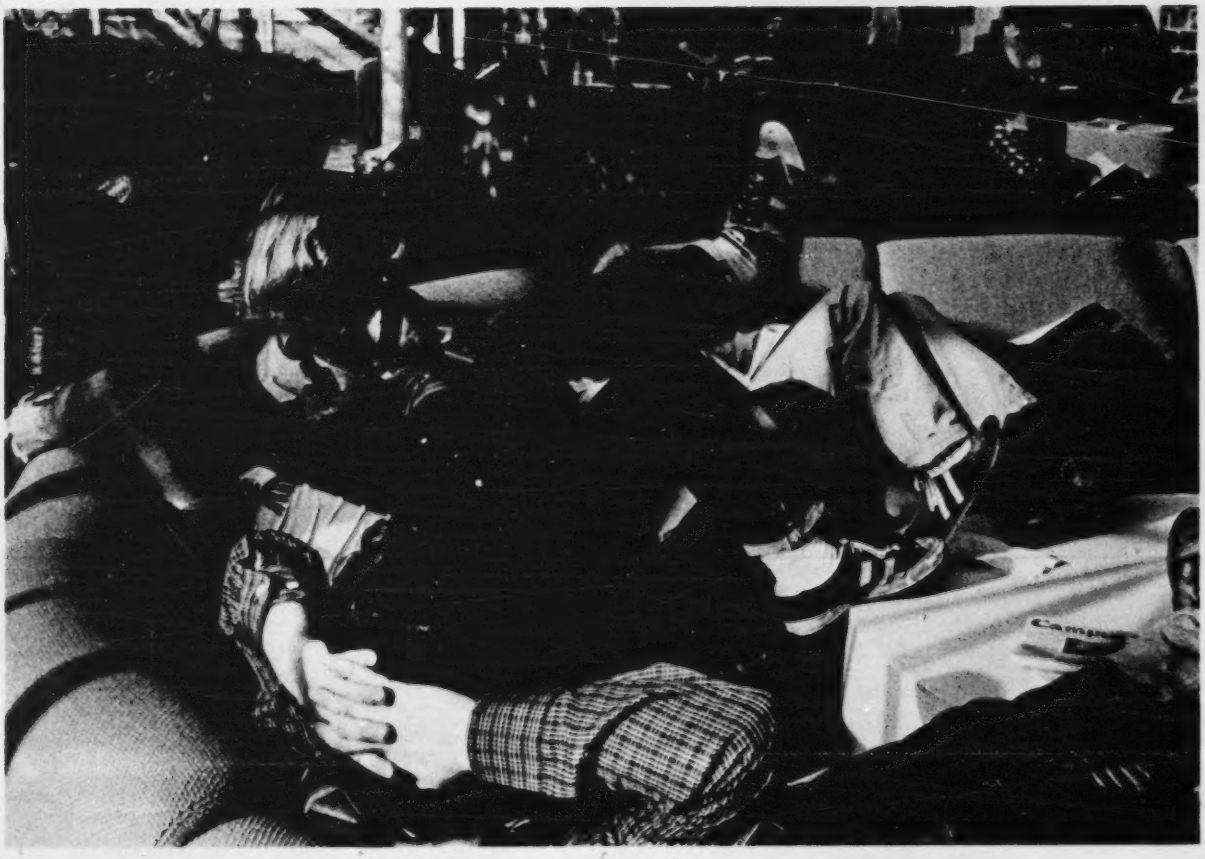
In its capacity as the IIE regional office for the nation's capital and surrounding states, IIE/Washington supervised 275 international students. These included 140 graduate fellows studying in the United States under the China Ministry of Defense (Taiwan) Program, for which IIE/Washington has direct administrative responsibility. The office also provided 1,300 individuals with counseling and information on international exchange.

WEST COAST

Over 1,000 international students studied under the supervision of IIE's West Coast offices in Los Angeles and San Francisco.

As a participant in the United Nations Association/Western Regional Leadership Conference, IIE coordinated student speakers for a series of workshops on the emerging world economic order. IIE/Crossroads brought together departing exchange student with media, community and busines leaders to exchange views on international issues.

On behalf of U.S. students, IIE/West Coast convened panels of the National Screening Committee which recommended candidates for Fulbright Fellowships and other IIE-related grants for graduate study abroad. It also offered counseling to over 1,300 young men and women on study abroad during the year.



AROUND THE WORLD

Overseas offices in Latin America, East Africa and Southeast Asia have a double focus. They help the foreign student planning study in the United States—and they fill U.S. higher education's need for information on foreign students and educational systems. IIE's South American Area Director plays a complementary role in linking U.S. institutions with higher education overseas.

Overseas offices counseled many thousands of students during the year, and performed other services in the selection, placement and orientation of students. Staff members interviewed foreign applicants to U.S. higher educational institutions through the Applicant Information Service, and continued the **Reports on Foreign Education** series of profiles on educational institutions abroad. Publications, library and information services reached additional thousands of young men and women. The Hong Kong, Bangkok and Nairobi offices also assisted in the administration of standard admissions tests for international students applying to schools in the United States.

Using the opportunity offered them by their role as links between education in the United States and abroad, the overseas offices seek to develop programs which will meet the specific needs of the areas they serve. They receive financial support from the Department of State's Bureau of Educational and Cultural Affairs—and from the contributions of donors to IIE.

LATIN AMERICA

South American Area Director

This office represents a nontraditional approach to overseas representation for the Institute. The South American Area Director and assistant divide time between the United States and Latin America, and act as a bridge between education in the two halves of the hemisphere. The Area Director's office is particularly concerned with student counseling, but is also actively concerned with other aspects of exchange.

An intense interest in U.S. education persists on the part of South American students. Large numbers seek advice from U.S. counseling centers, and the constant need for up-to-date information and materials calls for considerable assistance from the Area Director so that the counselors may in turn provide the best possible service.

During the year staff visited all nations in South America except Bolivia, Paraguay and Uruguay—and had the opportunity to work with counselors from these last three nations at the South American Counselors' Workshop in Rio de Janeiro, sponsored by the National Liaison Committee on Foreign Student Admissions and led by the Area Director.

The Area Director participated in a special State Department Task Force on matters relating to First Lady Rosalynn Carter's Latin American trip and President Carter's April address to the Organization of American States.

Staff members traveled widely in the United States to gather and share information related to Latin American exchange.

The **Counselors' Newsletter**, designed to serve the needs of the South American centers, has proven so successful that a test mailing was made to educational counselors in other parts of the world. This experiment has led to an expansion of the service to a worldwide audience.

A second newsletter, the **South American Quarterly Report**, began publication just as the fiscal year was ending. Its intent is to report on developments in South American education to the international programs community on U.S. campuses. A group of new **Reports on Foreign Education** on Brazilian and Peruvian institutions were produced, and the Applicant Information Service for South America was provided to U.S. colleges and universities through the means of the office.

IIE/Lima

The primary focus of the Lima office continues to be that of a counseling center for the large number of students in the region interested in studying in the United States. Student visitors to the office this year totaled 4,743. The counselor travels to binational centers, corresponds with their staff and with Peruvian students, extends IIE/Lima's outreach through group counseling sessions, and in general acts as a resource on U.S. higher education and educational exchange for students, educational institutions, public and private agencies.

Three Test of English as a Foreign Language (TOEFL) courses were offered jointly by IIE/Lima and the Fulbright Commission during the year, each course consisting of forty hours of classes. In addition three predeparture orientation programs were offered during 1976/7.

Following the Rio de Janeiro Counselors' Workshop, which the academic counselor attended, a follow-up workshop was held at IIE/Lima for 31 individuals engaged in educational counseling in Peru. The workshop was made possible by a U.S. Information Service grant.

IIE/Santiago

IIE's counselor in Chile provided assistance to over 1,300 students last year. In addition to offering information and advice, IIE/Santiago coordinated the screening and selection of candidates for Fulbright undergraduate awards. Newly expanded and improved facilities in the Santiago binational center have made possible group counseling sessions and a fuller orientation program. The counselor also continues to play an important role in liaison with local institutions and public agencies, and in responding to frequent inquiries about educational change in Chile from the U.S. academic community.

IIE/Mexico City

IIE's newest office had 25,542 visitors requesting information about U.S. higher education—an eleven percent increase over last year's total. An additional 12,600 telephoned inquiries were answered during the year, as were written inquiries from 2,500 individuals.

Nineteen biweekly group counseling sessions were held; 20,000 bulletins and registration forms for standardized admissions tests used by U.S. colleges and universities were distributed; and a revised and updated

Spanish-language **Manual for Young Latin Americans Planning to Study in the U.S.**, a publication of the U.S.I.A., was prepared by staff. Seven thousands copies were made available free of charge through the cooperation of U.S.I.S./Mexico.

The office has also developed a range of other printed Spanish-language materials useful in responding to the large demand for its information services. All such materials are shared with the thirteen binational centers in Mexico, and with secondary schools and universities throughout the nation.

IIE/Mexico extends the Institute's outreach beyond the national capital through extensive travel by the representative, who made eleven trips within Mexico, one to the Caribbean and two to the United States this year. The office also organized a project through which a basic set of reference works on U.S. higher education was donated to the libraries of fifteen major Mexican universities and education-related organizations.

EAST AFRICA

IIE's East African office counseled 6,761 students during 1976/7, and aided an additional 992 individuals through correspondence. IIE/Nairobi also assisted African students interested in U.S. education by administering a variety of admissions tests to some 1,000 candidates, and organized a pre-departure orientation seminar for 42 students in cooperation with U.S.I.S.

The Applicant Information Service was offered to a number of U.S. colleges and universities requesting data on African candidates for admission.

The office's official counseling service to the various U.S. Government agencies with Kenyan offices continues to be the most active aspect of the office's work. The numerous United Nations agencies headquartered in Nairobi also continued to consult IIE/Nairobi as the best local source of information on U.S. education.

IIE/Nairobi cooperates closely with the Kenyan Government. The Kenyan Ministry of Education provides supplemental financial aid and transportation to Kenyan students for whom IIE is able to arrange academic placement and scholarship assistance in the United States through the IIE Student Program.

The office extends its reach through group counseling, presentations on U.S. education at local educational institutions, and by offering a library of over 2,000 U.S. college and university catalogs for students to consult. IIE/Nairobi also assisted a number of refugees from neighboring nations who sought further education in the United States during the past year.

SOUTHEAST ASIA

IIE/Hong Kong

The Hong Kong office served over 26,000 young men and women through its counseling facilities. It offered thirteen group counseling sessions, attended by over 500 students. Eight hundred students were reached by visits to local institutions—one of which reached a large additional audience through a live radio broadcast. The Institute again joined with the Hang Seng Bank in organizing a pre-departure orientation seminar for some 400 students.

An interesting new Subject-Oriented Seminar series began. Students at U.S. universities returning to Hong Kong for summer vacation spoke to audiences of candidates for U.S. education interested in the major fields of the returning students.

IIE/Hong Kong's English language testing service offered the Test of English as a Foreign Language to 231 examinees. In addition, nearly 10,000 application forms were distributed for a variety of standard admissions tests to U.S. colleges and universities.

The office continues to provide the Applicant Information Service; the IIE Student Program, through which qualified undergraduates are enabled to receive admission and financial aid from cooperating U.S. higher eduational institutions; and to screen candidates for the East-West Center Fellowships.

The Crown Colony office publishes the **Southeastern Asia Quarterly Report**, a newsletter which covers educational development in Asia for a wide audience in the U.S. and Asian academic communities.

IIE/Bangkok

IIE/Bangkok assisted 12,588 visitors to its office this year—an extremely large increase much of which was accounted for by the Thai office's new role as the coordinating agency for the administration of the Test of English as a Foreign Language for all of Thailand. The Bangkok office also coordinates the administration of several IIE-related fellowship programs in addition to its information and testing services.

The **Reports on Foreign Education** series added eight new profiles on Thai institutions this year—the most notable of which is a fifteen-section, one hundred page report on Chulalongkorn University which probably represents the most ambitious institutional profile of its kind that has thus far been produced anywhere. IIE gratefully acknowledges the grant from the Dow Chemical Affiliated Companies in Thailand which made this possible.

5: PEOPLE RESOURCES IN HIGHER EDUCATION

Educational Associates

Educational Associates are colleges and universities which work with IIE for international exchange. Support from over 500 member institutions enables IIE to provide Educational Associates with help in carrying out their international student programs.

Services included frequent consultation: IIE publications; the Applicant Information Service and **Reports on Foreign Education**; and opportunities to participate in special projects. Educational Associates also receive a series of newsletters and other reports designed to keep ther international program staffs supplied with current information.

Foreign Student Personnel on Campus

IIE works closely with foreign student advisers, admissions officers and English language center directors on U.S. campuses. Although IIE staff is always available to IIE students in working out the problems and procedures of their U.S. education, it is the foreign student adviser who helps them day-to-day. The complex task of the foreign student adviser may extend from academic counseling to interpretation of visa regulations to help with personal adjustment to a new environment. IIE regional office staff play a particularly important role in the coordination of IIE actions with those of the campus staff.

IIE also works closely with the association of higher educational exchange professionals, the National Association for Foreign Student Affairs (NAFSA), and is pleased to see this cooperation even further strengthened this year by the service of Cassandra Pyle, Vice President for Fellowship Services, as President-Elect of NAFSA.

Fulbright Program Advisers

Over 1,450 Fulbright Program Advisers assisted IIE in recruiting candidates for U.S. student awards. These study abroad advisers, who cooperate with IIE in support of the Fulbright Program and other graduate study programs, represent virtually all four-year institutions in the United States. Fulbright Program Advisers disseminate information on fellowships, counsel on procedures, and transmit completed applications to IIE for review by the National Screening Committee. Approximately eighty percent of the 3,100 applications for graduate fellowship received in the competition for 1977/8 were supervised in preparation by a campus adviser.

Advisory Committees

IIE is assisted by two advisory committees—the Advisory Committee on Admissions and the Council of Graduate Schools Committee—in working with foreign students. The IIE-NAFSA Liaison Committee also meets to review issues of concern to the Institute and to the national association of exchange professionals.

Educational Associates

ALABAMA
Birmingham-Southern College
University of Alabama in Birmingham
University of Alabama in Tuscaloosa
University of South Alabama

ALASKA
University of Alaska, Fairbanks

ARIZONA
American Graduate School of International Management
Arizona State University
University of Arizona

ARKANSAS
Hendrix College
University of Arkansas at Fayetteville
University of Arkansas at Little Rock

CALIFORNIA
Armstrong College
California College of Arts and Crafts
California Institute of Technology
California State College, Dominguez Hills
California State University, Chico
California State University, Fresno
California State University, Long Beach
California State University, Northridge
California State University, Sacrament
Canada College
Chapman College
Claremont Graduate School
Claremont Men's College
College of Notre Dame
College of San Mateo
Harvey Mudd College
Humboldt State University
Immaculate Heart College
La Verne College
Merritt College
Mills College
Monterey Institute of Foreign Studies
Monterey Peninsula College
Northrop University
Occidental College
Pepperdine University
Pitzer College
Pomona College
San Diego State University, College of Extended Studies
San Francisco Art Institute
Stanford University
University of California:
- Berkeley Campus
- Davis Campus
- Irvine Campus
- Los Angeles Campus
- Riverside Campus
- San Diego Campus
- San Francisco Campus
- Santa Barbara Campus
- Santa Cruz Campus

University of the Pacific
University of San Diego
University of San Francisco
University of Southern California

COLORADO
The Colorado College
Colorado School of Mines
Colorado State University
Colorado Women's College
Metropolitan State College
Regis College
University of Colorado
University of Denver

CONNECTICUT
Connecticut College
Rensselaer Hartford Graduate Center
University of Bridgeport
Wesleyan University
Yale University

DELAWARE
University of Delaware

DISTRICT OF COLUMBIA
The American University
The Catholic University of America
Georgetown University
The George Washington University
Howard University
National Association for Foreign Student Affairs
Trinity College

FLORIDA
Brevard Community College
Broward Community College
Eckerd College
Embry-Riddle Aeronautical University
Florida Institute of Technology
Florida International University
The Florida State University
Jacksonville University
Saint Leo College
University of Florida
University of Miami
University of South Florida

GEORGIA
Abraham Baldwin Agricultural College
Agnes Scott College
Berry College
Clark College
Gainesville Junior College
Georgia College
Georgia Institute of Technology
Georgia Southern College
Georgia State University
Spelman College
The University of Georgia

HAWAII
University of Hawaii

IDAHO
Boise State University
Idaho State University

ILLINOIS
George Williams College
Illinois Institute of Technology
Illinois State University
Illinois Wesleyan University
Knox College
Lake Forest College
Loyola University
The Monmouth College
National College of Education
North Central College
Northern Illinois University
Northwestern University
Principia College
Rockford College
Roosevelt University
Sangamon State University
School of the Art Institute of Chicago
Southern Illinois University at Carbondale
The University of Chicago

INDIANA
Anderson College
Ball State University
Butler University
DePauw University
Goshen College
Indiana State University
Indiana University
Purdue University
Saint Joseph's College
Saint Mary's College
University of Notre Dame
Valparaiso University
Vincennes University
Wabash College

IOWA
Central College
Coe College
Drake University
Graceland College
Grinnell College
Iowa State University of Science and Technology
Luther College
The University of Iowa
University of Northern Iowa

KANSAS
Emporia Kansas State College
Fort Hays Kansas State College
Huchinson Community Junior College
Kansas State University
University of Kansas
Wichita State University

KENTUCKY
Eastern Kentucky University
Northern Kentucky University
University of Kentucky
University of Louisville

LOUISIANA
Centenary College of Louisiana
Louisiana State University
Louisiana Tech University
Loyola University in New Orleans
Tulane University of Louisiana
University of New Orleans
University of Southwestern Louisiana
Xavier University of Louisiana

MAINE
Bates College
Colby College

MARYLAND
Frostburg State College
Hood College
The Johns Hopkins University
University of Maryland, College Park

MASSACHUSETTS
Amherst College
Assumption College
Babson College
Bentley College
Boston College
Boston University
Brandeis University
Clark University
College of the Holy Cross
Harvard University
Lesley College
Massachusetts Institute of Technology
Mount Holyoke College
Mount Ida Junior College
The New England Conservatory of Music
Northeastern University
Simmons College
Smith College
Springfield College
University of Massachusetts, Boston
Wellesley College
Wentworth Institute
Wheaton College
Williams College
Worcester Polytechnic Institute

MICHIGAN
Cranbrook Academy of Art
Eastern Michigan University
Grand Valley State Colleges
Hope College
Kalamazoo College
Michigan State University
Oakland University
The University of Michigan
Wayne State University
Western Michigan University

MINNESOTA
Augsburg College
Carleton College
The College of St. Catherine
College of St. Thomas
Gustavus Adolphus College
Hamline University
Macalester College
Mankato State University
Moorhead State University
St. John's University
University of Minnesota

MISSISSIPPI
Jackson State University

Millsaps College
Mississippi State University
Mississippi University for Women
The University of Mississippi
The University of Southern Mississippi

MISSOURI
Central Missouri State University
The Lindenwood Colleges
St. Louis University
Southeast Missouri State University
Southwest Missouri State University
Stephens College
University of Missouri at Columbia
Washington University

MONTANA
Montana College of Mineral Science and Technology
Montana State University

NEBRASKA
University of Nebraska—Lincoln
University of Nebraska—Omaha

NEW HAMPSHIRE
Dartmouth College
New England College
University of New Hampshire

NEW JERSEY
Drew University
Princeton Theological Seminary
Princeton University
Saint Peter's College
Seton Hall University
Stevens Institute of Technology

NEW MEXICO
New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico

NEW YORK
Adelphi University
Barnard College
The City University of New York:
- Bernard Baruch College
- Borough of Manhattan Community College
- Bronx Community College
- Brooklyn College
- City College
- College of Staten Island, Saint George Campus
- College of Staten Island, Sunnyside Campus
- Graduate School and University Center
- Hostos Community College
- Hunter College
- John Jay College of Criminal Justice
- Kingsborough Community College
- LaGuardia Community College
- Lehman College
- Medgar Evers College
- Mount Sinai School of Medicine
- New York City Community College
- Queens College
- Queensborough Community College
- York College

College of Mount Saint Vincent
The College of New Rochelle
The College of Saint Rose
Columbia University
Cornell University
Eisenhower College
Elmira College
Hamilton College
Hobart and William Smith Colleges
Hofstra University
Ithaca College
The Juilliard School
Long Island University, Brooklyn Center
Manhattan College
Manhattanville College
Marymount College
New School for Social Research
New York University
Pace University
Polytechnic Institute of New York
Rensselaer Polytechnic Institute
Rochester Institute of Technology
The Rockefeller University
Rockland Community College
Sarah Lawrence College
Skidmore College
State University of New York:
- SUNY at Albany
- SUNY at Binghamton
- SUNY at Buffalo
- SUNY at Stony Brook
- SUNY College at Cortland
- SUNY College at Old Westbury
- SUNY College of Environmental Science & Forestry
- SUNY Office of International Programs

Syracuse University
Teachers College
Union College
The University of Rochester
Vassar College

NORTH CAROLINA
Catawba College
Chowan College
Davidson College
Duke University
East Carolina University
Lenoir Rhyne College
Meredith College
North Carolina State University at Raleigh
Piedmont Technical Institute
Saint Augustine's College
Salem College
The University of North Carolina at Chapel Hill
The University of North Carolina at Charlotte
The University of North Carolina at Greensboro
Wake Forest University
Warren Wilson College
Western Carolina University

NORTH DAKOTA
North Dakota State University
The University of North Dakota

OHIO
Antioch College
Baldwin-Wallace College
Bluffton College
Bowling Green State University
Case Western Reserve University
The College of Wooster
The Defiance College
Denison University
Hiram College
Kent State University
Kenyon College
Lake Erie College
Miami University
Mount Union College
Oberlin College
Ohio Dominican College
The Ohio State University
Ohio University
Ohio Wesleyan University
Otterbein College
University of Dayton
Wilmington College
Wittenberg University
Youngstown State University

OKLAHOMA
Central State University
Murray State College
Northeastern Oklahoma A & M College
Oklahoma Baptist University
Oklahoma City University
Oklahoma State University
Southeastern Oklahoma State University
The University of Oklahoma
The University of Tulsa

OREGON
Lewis and Clark College
Linfield College
Oregon State System of Higher Education:
- Division of Continuing Education
- Eastern Oregon State College
- Oregon College of Education
- Oregon Institute of Technology
- Oregon State University
- Portland State University
- Southern Oregon State College
- University of Oregon at Eugene
- University of Oregon Health Sciences Center

Reed College
University of Portland
Willamette University

PENNSYLVANIA
Allegheny College
Beaver College
Bryn Mawr College
Bucknell University
Carnegie-Mellon University
Chatham College
Clarion State College
Dickinson College
Duquesne University
East Stroudsburg State College
Franklin and Marshall College
Gwynedd-Mercy College
Haverford College
Lafayette College
La Salle College
Lehigh University
Lincoln University
Lock Haven State College
Muhlenberg College
The Pennsylvania State University
Philadelphia College of Art
Philadelphia College of Textiles and Sciences
Susquehanna University
Swarthmore College
Temple University
The University of Pennsylvania
The University of Pittsburgh
Ursinus College
Villanova University
Westminster College
Widener College

PUERTO RICO
Inter American University of Puerto Rico
University of Puerto Rico

RHODE ISLAND
Brown University
Johnson and Wales College
Roger Williams College
University of Rhode Island

SOUTH CAROLINA
Clemson University
The College of Charleston
University of South Carolina
Winthrop College

SOUTH DAKOTA
The University of South Dakota

TENNESSEE
East Tennessee State University
Knoxville College
Middle Tennessee State University
Tennessee Technological University
The University of the South
The University of Tennessee at Knoxville
The University of Tennessee at Martin
Vanderbilt University

TEXAS
Angelo State University
Austin College
Baylor College of Medicine
Baylor University
Blinn College
East Texas State University
Houston Baptist University
Incarnate Word College
Lee College
North Texas State University
Our Lady of the Lake University
Pan American University
Paris Junior College
St. Edward's University
Sam Houston State University
Southern Methodist University
Stephen F. Austin State University
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Texas Southern University
Texas Tech University
Texas Woman's University
Trinity University
University of Dallas
University of Houston
University of Houston Downtown School
University of St. Thomas
The University of Texas at Austin
The University of Texas at El Paso
The University of Texas of the Permian Basin
Wharton County Junior College
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Utah State University

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St. Michael's College
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VIRGINIA
Hollins College
Randolph-Macon Woman's College
Roanoke College
Sweet Briar College
University of Richmond
University of Virginia
Washington and Lee University

WASHINGTON
Gonzaga University
Pacific Lutheran University
Seattle Pacific University
Seattle University
University of Puget Sound
University of Washington
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WEST VIRGINIA
Alderson-Broaddus College
Bethany College
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WYOMING
University of Wyoming

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The Hebrew University of Jerusalem

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Trustees establish the broad policy objectives of the Institute. They advise and guide staff through Board meetings and committees. Many Trustees speak and write on IIE's behalf, organize benefits, and represent the Institute before potential contributors and sponsors.

The Board is chaired by Henry H. Fowler, General Partner of Goldman, Sachs and Company and former Secretary of the Treasury. Important Board responsibilities are carried out by seven standing committees—the Executive, Budget and Finance, Objectives and Priorities, Auditing, Nominating, Development, and Screening Committees.

Trustees elected to first terms on the Board during 1976/7 were Sam Ayoub, President, Coca-Cola Company/ Middle East; Mrs. John L. Loeb, for many years the distinguished New York City Commissioner for the United Nations and the Consular Corps; Robert R. Herring, President, Houston Natural Gas Company; Letitia Baldrige Hollensteiner, noted public relations consultant as head of her own firm, Letitia Baldrige Enterprises; and Alexander B. Trowbridge, Vice Chairman, Allied Chemical Corporation, and former Undersecretary of Commerce. The Board of Trustees is listed on the inside front cover of the Annual Report.

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Over two hundred men and women serve on IIE's Regional Advisory Boards. They act as counterparts of the national Board of Trustees in each region of the United States. They advise regional staff and work on behalf of IIE and international exchange in their areas. Members are educators, professional and business leaders, and other civic-minded individuals who represent a broad spectrum of interests. Their participation gives a truly national character to IIE, and insures that the Institute fully reflects the needs of its nationwide constituency.

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Director, Commission of Community Relations

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Correspondent

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IIE extends its appreciation to the hundreds of individuals, corporations and foundations whose financial assistance enabled the Institute to provide essential services to the educational community in 1976/7. Continuing activities supported by this assistance are described on pp. 6-9.

Benefits

An important share of IIE's contributed income is derived from benefits, which rely heavily on the organizational ability of Trustees, Regional Advisory Board members, and volunteers for their success.

The annual Winter Party was held at the Metropolitan Club in New York on January 29, 1977, and raised a total of $87,000 for IIE's work in 1976/7. Mrs. Nelson Rockefeller served as Honorary Chairman. The large sum of money realized for the support of the Institute was the outcome of the efforts of an able Executive Committee consisting of IIE Trustees Mrs. Walker O. Cain, Mrs. Angier Biddle Duke, Mrs. Anastassios Fondaras, Mrs. Edward Russell, Jr., Honorary Trustee Mrs. Charles W. Engelhard, Mrs. David R. Hamilton, Mrs. Henry T. Mortimer, Thornton Wilson, Jr., and Mrs. Ezra Zilkha. They were strongly supported by a large Men's Committee headed by IIE's Board Chairman, Henry H. Fowler.

IIE/Houston staged the second in a series of international events which honor a different nation each year—A Japanese Festival. Iichiro Hatoyama, Foreign Minister of Japan, was Honorary Chairman of the benefit, which was held at the Hyatt Regency on September 23, 1977, and followed by a public exhibition of Japanese arts and demonstrations of traditional crafts which attracted 4,000 people. Mr. James L. Shepherd was Chairman of the Benefit Committee. A Japanese Festival raised $66,000. IIE/Denver again held its Auction International. The benefit, held in the Denver Galleria and chaired by Mrs. Roger D. Knight III, raised $22,000 for the work of the Institute.

German-American exchange benefits from the work of the Quadrille Ball Committee of the Germanistic Society of America, which each year organizes a fundraising event which supports fellowships for German students at U.S. universities.

Volunteers

Throughout the United States over 3,000 volunteers work on behalf of the Institute. They are invaluable to the Community Hospitality Program—IIE's national effort to bring foreign students to a clearer understanding of U.S. society through seminars, field visits, cultural events, homestays and other activities.

Volunteers in Denver and Houston are essential to the international host agency activities of the offices in those cities. The Denver and Houston offices are official reception centers for distinguished international visitors, and arranged programs for nearly 2,000 such visitors last year.

IIE/New York's major fundraising event is the Winter Party, which annually raises a substantial sum in support of the Institute's Educational Services. At a benefit committee meeting, Public Affairs Director Nancy Harrington confers with IIE Trustee Elizabeth Fondaras. Winter Party Executive Committee member Linda Mortimer is to their right.

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IIE's designated endowment funds assure the continuation of their donors' concern for educational exchange. Investment income is credited directly to the designated program; realized capital gains are added to the principal. Those interested in this kind of gift—one of enduring significance—should contact the Vice President for Development and Public Affairs.

The endowment funds now administered by IIE are the:

Leonora Lindsley Memorial Scholarship Fund
Created by Margaret Lindsley in memory of her daughter to assist deserving French students to attend U.S. colleges and universities.

William and Tona Shepard Fund
The bequest of Tona Shepard in memory of her husband is used to provide scholarships for U.S. citizens to study in Germany, and for Germans, Austrians or Hungarians to study in the United States.

Ratner Fund
Established by Frieda Tanner Ratner to provide scholarships for U.S. citizens to study in Switzerland and for Swiss citizens to study in the United States.

The Institute is the beneficiary of one other fund managed by a financial institution designated by the donor:

Miguel Vinciguerra Fund
Created through Mr. Vinciguerra's estate to provide exchange scholarships between the United States and Italy.

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Auditors' Report

To the Board of Trustees of
Institute of International Education, Inc.:

We have examined the balance sheet of Institute of International Education, Inc. (a New York not-for-profit corporation) as of September 30, 1977, and the related statements of support, revenue and expenses, of functional expenses, of changes in fund balances, and of changes in financial position for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of Institute of International Education, Inc., as of September 30, 1977, the results of its operations, changes in its fund balances and the changes in its financial position for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

ARTHUR ANDERSEN & CO.

December 9, 1977.

Balance Sheet—September 30, 1977

CURRENT UNRESTRICTED FUND

CURRENT ASSETS:	
Cash (including $76,800 restricted for U.S. Government sponsored programs)	$ 1,162,003
Short-term investments, at cost, which approximates market—	
Commercial paper	8,800,000
Certificates of deposit and time deposits	12,519
U.S. Treasury Bill	116,935
Reimbursable expenditures under contracts in progress	1,477,321
Accrued contributions, interest, deposits, etc.	180,802
Total current assets	11,749,580
LONG-TERM INVESTMENTS IN MARKETABLE SECURITIES, at cost (quoted market $159,600)	142,498
DEFERRED CHARGES—Computer reprogramming	51,500
	$11,943,578
CURRENT LIABILITIES:	
Accounts payable and accrued expenses	$ 1,272,588
Sponsor funds received in advance, substantially all to be expended during the coming fiscal year (Note 1)	9,416,324
Total current liabilities	10,688,912
CURRENT UNRESTRICTED FUND BALANCE, designated by the Board of Trustees for:	
Fiscal 1978 administrative budget	154,458
Contract compliance and program adjustment	288,730
Contract termination	400,000
Major building and equipment repairs and replacement	411,478
Total current unrestricted fund balance	1,254,666
	$11,943,578

LAND, BUILDING AND EQUIPMENT FUND

PROPERTY AND EQUIPMENT, at cost:	
Land	$ 987,491
Building	4,177,789
Furniture and equipment	961,459
	6,126,739
Less - Accumulated depreciation (Note 1)	(1,748,363)
	$ 4,378,376
FUND BALANCE	$ 4,378,376

ENDOWMENT FUND (NOTE 4)

MARKETABLE SECURITIES, at cost (quoted market $532,500)	$ 496,409
FUND BALANCE	$ 496,409

The accompanying notes to financial statements are an integral part of this balance sheet.

Statement of Support, Revenue and Expenses for the Year Ended September 30, 1977

	Sponsored Programs	Institute Services	Total
PUBLIC SUPPORT AND REVENUE (Note 1):			
Revenue—			
Sponsored programs (Note 6)	$66,253,226	$ —	$66,253,226
Investment income (Note 4)	33,489	438,079	471,568
Sales of publications	—	61,703	61,703
Miscellaneous income, net	—	20,577	20,577
Total revenue	66,286,715	520,359	66,807,074
Public Support—			
Contributions	101,427	484,857	586,284
Membership fees	—	81,400	81,400
Special events, net of direct expenses of $40,099	—	152,899	152,899
Total public support	101,427	719,156	820,583
Total public support and revenue	66,388,142	1,239,515	67,627,657
EXPENSES (Note 1):			
Sponsored programs—			
International exchange of persons	44,581,701	—	44,581,701
Technical cooperation activities	17,178,116	—	17,178,116
Short-term international visitors	1,890,391	—	1,890,391
Assistance to colleges and universities	1,202,250	—	1,202,250
Total sponsored programs	64,852,458	—	64,852,458
Institute educational services—			
Publications, census, counseling, library and reference services	80,000	535,100	615,100
Overseas and regional office activities	196,727	105,241	301,968
Student activities, conferences and projects	50,413	177,444	227,857
Total Institute educational services	327,140	817,785	1,144,925
Total program services	65,179,598	817,785	65,997,383
Supporting services—			
Management and general	658,385	172,655	831,040
Fund raising	—	342,898	342,898
Program development	—	72,165	72,165
Total supporting services	658,385	587,718	1,246,103
Total expenses	65,837,983	1,405,503	67,243,486
EXCESS (DEFICIENCY) OF PUBLIC SUPPORT AND REVENUE OVER EXPENSES, before additional sponsor support for programs completed in prior periods	550,159	(165,988)	384,171
ADDITIONAL SPONSOR SUPPORT FOR PROGRAMS CONDUCTED IN PRIOR PERIODS	75,000	—	75,000
EXCESS (DEFICIENCY) OF PUBLIC SUPPORT AND REVENUE OVER EXPENSES	$ 625,159	($ 165,988)	$ 459,171

The accompanying notes to financial statements are an integral part of this statement.

Statement of Changes in Financial Position for the Year Ended September 30, 1977

FUNDS WERE PROVIDED BY:	
Excess of public support and revenue over expenses	$ 459,171
Add: Expenses not requiring outlay of cash—	
Depreciation	165,983
Amortization of deferred charges	58,000
Funds provided by operations	683,154
Increase in sponsor funds received in advance	1,147,685
Total funds provided	1,830,839
FUNDS WERE USED FOR:	
Increase in reimbursable expenditures under contracts in progress	534,509
Increase in accrued contributions, interest, deposits, etc.	74,858
Decrease in accounts payable and accrued expenses	175,277
Acquisition of equipment, net	20,487
Total funds used	805,131
NET INCREASE IN CASH AND SHORT-TERM INVESTMENTS	1,025,708
BALANCE, beginning of period—cash and short-term investments	9,065,749
BALANCE, end of period—cash and short-term investments	$10,091,457

The accompanying notes to financial statements are an integral part of this statement.

Statement of Changes in Fund Balances for the Year Ended September 30, 1977

	Current Unrestricted Fund	Land, Building and Equipment Fund	Endowment Fund	Total
FUND BALANCES, beginning of period	$ 649,999	$4,523,872	$492,441	$5,666,312
Excess of public support and revenue over expenses	459,171	—	—	459,171
Equipment additions, net	(20,487)	20,487	—	—
Depreciation for the period	165,983	(165,983)	—	—
Realized gains on endowment investments	—	—	3,968	3,968
FUND BALANCES, end of period	$1,254,666	$4,378,376	$496,409	$6,129,451

The accompanying notes to financial statements are an integral part of this statement.

Statement of Functional Expenses for the Year Ended September 30, 1977

	Sponsored Programs				
	International Exchange of Persons	Technical Cooperation Activities	Short-Term International Visitors	Assistance to Colleges and Universities	Total
SPONSORED DIRECT EXPENSES:					
Tuition	$11,669,927	$ 105,243	$ 12,316	$ 266,261	$12,053,747
Travel and field trips	900,355	473,184	390,060	135,024	1,898,623
Grantee maintenance	25,164,458	346,105	889,108	414,818	26,814,489
Salaries and related benefits of technical staff	64,163	14,082,707	—	43,299	14,190,169
Grantee book allowance	934,343	3,852	26,938	14,560	979,693
Procurement of equipment and supplies	74,415	316,075	13,936	237,014	641,440
Insurance	1,630,354	641,231	11,115	15,173	2,297,873
Freight, shipment and storage	23,980	449,533	173	6,423	480,109
Other	94,577	118,554	788	1,150	215,069
	40,556,572	16,536,484	1,344,434	1,133,722	59,571,212
OTHER INSTITUTE EXPENSES:					
Salaries and related benefits	2,776,440	395,351	399,549	46,203	3,617,543
Occupancy—					
Building maintenance and field office rents	251,696	36,163	44,852	4,167	336,878
Depreciation (Note 1)	78,955	12,483	9,750	1,436	102,624
Outside services—					
Data processing	87,472	13,632	3,263	681	105,048
Legal, auditing and consultants	73,259	68,718	3,834	4,327	150,138
Travel	127,406	7,406	5,992	2,394	143,198
Communications—telephone and telegraph	197,460	34,641	23,757	4,253	260,111
Postage	76,267	11,472	11,849	1,115	100,703
Printing and duplicating	67,936	1,383	7,352	804	77,475
Reception and meetings	10,624	4,165	1,561	316	16,666
Equipment rentals and repairs	92,913	12,587	12,727	1,281	119,508
Stationary and supplies	71,440	7,726	13,263	650	93,079
Amortization of computer reprogramming	43,549	7,490	1,867	396	53,302
Other	69,712	28,415	6,341	505	104,973
	4,025,129	641,632	545,957	68,528	5,281,246
	$44,581,701	$17,178,116	$1,890,391	$1,202,250	$64,852,458

Institute Educational Services				Supporting Services				
Publications, Census, Counseling, Library and Reference Services	Overseas and Regional Office Activities	Student Activities, Conferences and Projects	Total	Management and General	Fund Raising	Program Development	Total	Total Expenses
$ —	$ —	$ —	$ —	$ —	$ —	$ —	$ —	$12,053,747
—	—	—	—	—	—	—	—	1,898,623
—	—	—	—	—	—	—	—	26,814,489
—	—	—	—	—	—	—	—	14,190,169
—	—	—	—	—	—	—	—	979,693
—	—	—	—	—	—	—	—	641,440
—	—	—	—	—	—	—	—	2,297,873
—	—	—	—	—	—	—	—	480,109
—	—	—	—	—	—	—	—	215,069
—	—	—	—	—	—	—	—	59,571,212
384,516	179,583	140,521	704,620	636,854	206,901	41,980	885,735	5,207,898
32,730	51,336	13,842	97,908	41,774	22,249	3,642	67,665	502,451
9,752	2,671	3,157	15,580	15,790	6,180	1,331	23,301	141,505
10,302	377	448	11,127	3,146	1,083	282	4,511	120,686
21,428	2,469	14,127	38,024	77,961	18,109	2,173	98,243	286,405
9,576	25,378	12,725	47,679	4,183	11,252	10,473	25,908	216,785
16,803	9,763	10,125	36,691	14,075	11,773	4,518	30,366	327,168
24,460	5,727	3,601	33,788	7,497	7,052	668	15,217	149,708
58,722	4,304	4,770	67,796	7,451	32,374	3,285	43,110	188,381
11,442	1,627	10,331	23,400	875	2,093	790	3,758	43,824
9,687	4,261	4,551	18,499	12,097	7,060	1,056	20,213	158,220
8,272	2,327	4,602	15,201	4,747	6,044	394	11,185	119,465
1,191	248	294	1,733	2,068	712	185	2,965	58,000
16,219	11,897	4,763	32,879	2,522	10,016	1,388	13,926	151,778
615,100	301,968	227,857	1,144,925	831,040	342,898	72,165	1,246,103	7,672,274
$615,100	$301,968	$227,857	$1,144,925	$831,040	$342,898	$72,165	$1,246,103	$67,243,486

The accompanying notes to financial statements are an integral part of this statement.

Notes to Financial Statements
September 30, 1977

(1) Accounting policies:

Sponsored program revenue. Revenue from contracts with sponsors is recorded as related expenses are incurred.

Support received from the public. Unrestricted contributions are recognized as income upon receipt. Donor restricted support for designated activities is recorded in income as related costs are incurred.

Depreciation. Building and furniture and equipment are depreciated on a straight-line basis over their estimated useful lives of fifty years and seven to ten years, respectively. Depreciation expense aggregated $165,983, of which $24,500 was applicable to rental space (see below).

Pension plan. Retirement benefits for substantially all employees are provided through individual contributory annuities with Teachers Insurance and Annuity Association and College Retirement Equities Fund. The Institute's matching contribution, which is funded currently, was approximately $158,000 in 1977.

Rental income. Income, from the rental of Institute facilities ($282,000, in fiscal 1977), is credited against the related costs of operation.

(2) The Institute:

The Institute develops and administers programs of educational exchange and technical assistance under renegotiable contracts with foundations, private organizations, governments, colleges, universities and corporations in the United States and abroad. Approximately 11,000 students, teachers, technicians and specialists, representing 126 countries, who study and train through these programs each year are financially serviced by the New York Headquarters, seven regional offices in the United States and four overseas offices. The Institute also administers educational assistance to universities and foreign countries, agricultural research institutes, conferences, seminars and other activities and provides procurement services for certain agricultural research institutes, on behalf of sponsors.

In addition, through general support, the Institute conducts counseling and information services, issues publications and conducts conferences, seminars and other special projects which provide assistance to individuals and organizations on matters of international education.

(3) Tax status:

The Institute is exempt from Federal income taxes under Section 501(c) (3) of the United States Internal Revenue Code, and has been classified as an organization which is not a private foundation under Section 509 (a). Contributions to the Institute qualify for the 50% charitable contributions deduction.

(4) Endowment fund:

The Institute's endowment funds were restricted by the donors for investment with income to be used for designated program purposes. Interest and dividend income is credited directly to the respective designated program activities.

(5) Change of fiscal year:

In fiscal 1976, the Institute changed its year-end from June 30 to September 30, and presented financial statements reflecting fifteen-months' activity. The accompanying financial statements do not contain prior year's financial data as the information would not be comparative with that of fiscal 1977. The Institute intends to present comparative financial data in its financial statements for fiscal 1978 and thereafter.

(6) Contract termination:

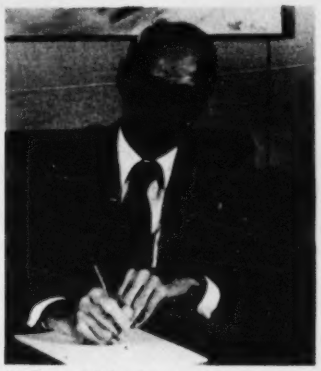
In December, 1976, the contract between the Institute and the Gran Marischal de Ayacucho Foundation ("GMA") to bring Venezuelan nationals to educational institutions in the United States was amended to extend the contract period to June, 1978, with assumption by GMA of the Institute's functions at specified dates during this phase-out period. Sponsored services revenue in the accompanying statement of support, revenue and expenses includes approximately $34,000,000 relating to this program for the year ended September 30, 1977.

7. DIRECTORY

INSTITUTE OF INTERNATIONAL EDUCATION

809 United Nations Plaza
New York, New York 10017 (212) 883-8200
Cable: INTERED

Ronald Wormser


Wallace B. Edgerton

Kenneth S. Brock

Joan Joshi

Cassandra Pyle

Alice R. Pratt

Peter Pelham

Richard Myer

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HOW TO GIVE

IIE exists to serve the needs of the international student and educator. Many of its public service activities are supported by the generosity of those listed on pp. 38 and 39. Their gifts support the Educational Services described on pp. 6-9. If you also wish to support IIE's work in international exchange, make checks payable to the Institute of International Education, or write concerning gifts of securities, to the:

Vice President, Development and Public Affairs
Institute of International Education
809 United Nations Plaza
New York, New York 10017 (212) 883-8215

or to the regional office nearest you (see facing page).

IIE is a not-for-profit organization as described under the Internal Revenue Code 501 (c) (3) and contributions to it are tax-deductible. The Institute was recently recognized as meeting all eight standards of the National Information Bureau, Inc. A copy of the last annual report filed with the New York Secretary of State may be obtained upon request by writing to the Office of Charities Registration, Department of State, Albany, New York 12231, or to IIE/New York.

FURTHER INFORMATION

Contact the following offices of IIE/New York for further information. When writing, use the name of the office to insure a fast response.

About IIE. For information about the Institute and about opportunities for service to it, or for a copy of the publication listing and describing IIE's 282 sponsored programs, **Sponsored Projects 1977**, contact the:

Division of Public Relations
(212) 883-8224

About international education. IIE publications are standard works in the field. A price list and order information is available from:

Information and Counseling
(212) 883-8279

For potential program sponsors. If you or your organization is interested in sponsoring a program, contact the:

Vice President, Planning and Program Development
(212) 883-8490

For U.S. colleges and universities. If your institution is interested in joining with IIE to work for international exchange as an IIE Educational Associate, contact the:

Vice President, Educational Services
(212) 883-8236

LEGACIES AND BEQUESTS

You may wish to provide for IIE's work in international education, either through your will or a charitable remainder trust. Appropriate language for bequests is provided below. For further information, please write the Vice President, Development and Public Affairs.

1. FOR GENERAL PURPOSES

I give, devise and bequeath to the Institute of International Education, Inc., a not-for-profit corporation of the State of New York, the (greater/lesser*) of (dollar amount) or (percent) of my estate (before/after*) taxes for the purposes of carrying out such corporation's objectives and purposes.

OR

I give, devise and bequeath to the Institute of International Education, Inc., a not-for-profit corporation of the State of New York, an undivided (percent) interest in my entire residuary estate, to become part of its general fund and held by its Board of Trustees for the general purpose of such corporation.

2. FOR SPECIAL PURPOSES

I give, devise and bequeath to the Institute of International Education, Inc., a not-for-profit corporation of the State of New York, the (greater/lesser*) of (dollar amount) or (percent) of my estate (before/after*) taxes to be used for the following purpose(s): (specify)
Or, if, in the opinion of its Board of Trustees, such purpose(s) shall prove impracticable, then to become part of the general fund to be used for such corporation's general purposes.

If you contemplate a bequest for a special purpose, you may wish first to contact the Vice President, Development and Public Affairs, regarding the precise wording.

* select one

The Institute of International Education works to build international understanding —and to advance a more peaceful and productive international order—through the interchange of students and scholars, knowledge and skills.

Institute of International Education
809 UNITED NATIONS PLAZA NEW YORK N.Y. 10017

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